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Better together?

Communal professional wellbeing in educational work communities

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Better together? Communal professional wellbeing in educational work communities (Iina-Maria Holappa)

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Schools in Finland are undergoing a transformation into community centers. Aim of community center is to provide lifelong learning for communities in and around the school, and assemble communality in the school and surrounding society. Community centers also transform working methods in schools by emphasizing collaboration of multiprofessional work communities. Verme2, a key project by the Finnish Ministry of Education and Culture, provides network of peer group mentoring to develop multiprofessional collaboration in new school contexts.

Theoretical framework defines multiprofessional collaboration in the work community and communal professional wellbeing in the Finnish educational context. Multiprofessional collaboration describes all of the members in work community working together to reach a common goal. Definition of professional wellbeing is complex and subjective. In Finnish context it is constructed around the idea of work ability. In educational context, professional wellbeing is constructed out of four interlinked factors.

Aim of the research is to examine how multiprofessional educational work communities discuss about communal professional wellbeing. Research data of Verme2 project consisted of two meetings from three peer group mentoring groups from three community centers. The data was analyzed through inductive content analysis process.

Based on the research results, multiprofessional educational work communities discussed communal professional wellbeing through three perspectives: community influences, organizational influences and work related influences for communal professional wellbeing. Extensive research results indicate the complex nature of communal professional wellbeing. To summarize, communal professional wellbeing is integral part of work community in educational context, which presence or lack of presence reflects to the whole community center, including the students. Fundamentally, developing and maintaining communal professional wellbeing is a shared responsibility in the work community. Yet, communal professional wellbeing is subjective and therefore experienced differently by each educational work community.

Keywords: communal professional wellbeing, work community, multiprofessional collaboration, communality, community center

Oulun yliopisto

Kasvatustieteiden tiedekunta

Yhdessä parempi? Yhteisöllinen työhyvinvointi kasvatusta työyhteisöissä (Iina-Maria Holappa)

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Koulut Suomessa muuntuvat monitoimitaloiksi. Monitoimitalon tavoite on tarjota elinikäistä oppimista yhteisöille koulussa ja sen ulkopuolella, sekä kasvattaa yhteisöllisyyttä koulussa ja yhteiskunnassa. Monitoimitalot myös muuttavat työskentelyä kouluissa, joissa kasvavissa määrin painotetaan yhteistyötä moniammatillisessa työyhteisössä. Verme2 on yksi hallituksen kärkihankkeista, joka tarjoaa verkoston vertaisryhmämentoroinnille, jonka avulla voidaan kehittää moniammatillista yhteistyötä uusissa koulukonteksteissa.

Teoreettinen viitekehys määrittelee moniammatillisen yhteistyön työyhteisöissä ja yhteisöllisen työhyvinvoinnin koulukontekstissa. Moniammatillinen yhteistyö viittaa kaikkien työyhteisön jäsenien väliseen yhteistyöhön, jonka toiminnan tavoitteena on saavuttamaan yhteinen päämäärä. Työhyvinvointi on määritelmältään monitahoinen ja subjektiivinen. Suomalaisessa kontekstissa se määritellään työkyvyn ympärille. Koulukontekstissa työhyvinvointi määritellään rakentuvan neljästä yhteen liittyvästä vaikuttajasta.

Tutkimuksen tavoitteena on tarkastella miten moniammatillisen kasvatustieteen työyhteisöt keskustelevalle ja käsittelevät yhteisöllistä työhyvinvointia. Tutkimuksen aineisto saatiin Verme2 -hankkeelta, ja se sisälsi kaksi tapaamista kolmelta vertaistahmentorointi ryhmältä kolmesta eri monitoimitalosta. Aineistoa tutkittiin aineistolähtöisen sisällönanalyysin keinoin.

Moniammatilliset kasvatustieteen työyhteisöt käsittelevät yhteisöllistä työhyvinvointia kolmen näkökulman kautta: yhteisö tekijät, organisaatio tekijät ja työhön liittyvät tekijät yhteisölliselle työhyvinvoinnille. Laajat tutkimustulokset viittaavat yhteisöllisen työhyvinvoinnin monimuotoisuuteen. Lyhyesti esittäen, yhteisöllinen työhyvinvointi on keskeinen osa työyhteisöä koulukontekstissa, jonka läsnäolo tai uupuminen heijastuu koko monitoimitaloon, mukaan lukien opettajiin. Yhteisöllisen työhyvinvoinnin kehittäminen on yhteinen vastuu työyhteisössä. Kuitenkin, yhteisöllinen työhyvinvointi on subjektiivinen ja koettu eri tavalla eri kasvatustieteen työyhteisöissä.

Avainsanat: Yhteisöllinen työhyvinvointi, työyhteisö, moniammatillinen yhteistyö, yhteisöllisyys, monitoimikoulu

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1 Introduction

Four out of five people of 30-69 age consider themselves to have a full work ability, yet the work ability start to deteriorate with age, especially after 50 years old (Koskinen & Saino, 2018, 132). However, another study reveals that every fourth respondent did not think of having enough capability to work until the retirement age (Parikka et. al. 2019, 2). The National Institute for Health and Welfare (THL) in Finland monitors closely the wellbeing of Finnish citizens through yearly studies. Health, functional capacity and welfare in Finland -FinHealth 2017 study, is a comprehensive health examination representative survey examining different life areas of Finnish adult population and FinSote 2018 study investigates the experienced wellbeing of adult population in 13 municipalities (Koskinen & Saino, 2018, 132; Parikka et. al. 2019, 2).

Working life is in transformational state (Raina, 2012, 11). In Finland, work force started to experience significant demographic changes in 1980s (Ilmarinen & Tuomi, 2004, 1). Changes in demographic trends indicate that work force will significantly decrease, while number of elderly people increase (Foldspang et. al., 2011, 11). Such trend is realized in other Nordic countries as well, which causes financial challenges and possible labor shortage, but also challenges preserving the growth and prosperity of the societies (Foldspang et. al., 2011, 11). To clarify, demographic change can be described as a change of generations in working life (Järvensivu & Piirainen, 2012, 85). Change of generation requires also change in values and culture; even though work is still regarded as important part of life, but free time for family, friends and hobbies are valued notably more than before (Manka & Manka, 2016, 13). In current year 2020, it is estimated that Y-generation, people under 40 years, constructs the largest generation in working life (Alasoini, 2012, 117; Manka & Manka, 2016, 13). However, change is constant with new generations entering to working life with their set of values.

Raina (2012, 19) describes that work communities have transformed because of three main aspects: free movement of people, education, and leadership. In present time, people move freely between different places, cities and countries, which causes turnover of employees in the work places (Raina, 2012, 19). Increased educational opportunities provide more opportunities for increased amount of people, that impacts the foundations and demands of leadership, change in work community dynamics and promoting equality as a common value (Raina, 2012, 19). Furthermore, meaning of work has changed throughout the years, and has caused people to

question the real meaning of work for them (Virtanen & Sinokki, 2014, 11; Alasoini, 2012, 108). In one perspective, work can be seen as an important part of individual identity (Collander, Ruoppila & Härkönen, 2009, 61). Increasingly though, the identifier or self-fulfillment is accomplished through something else than work, thus organizations do not compete with each other as much anymore, but growingly with the other life areas of family and freetime (Alasoini, 2012, 109). In addition, meaningfulness is approached also from other perspectives. For example positive psychology seeks to find of “what makes life worth of living” for an individual (Seligman & Csíkszentmihályi, 2000, 280). Fundamentally however, a person works to gain something; money or other kind of benefits (Virtanen & Sinokki, 2014, 11).

Essentially, we are living in middle of cultural revolution, which impacts all of the societal and human action, (Raina, 2012, 11). Work is a societal phenomenon and in the very center of societal transformation (Virtanen & Sinokki, 2014, 7,11). The current society that values education, efficiency and production, requires individual and the organization to adapt continuously (Paasivaara & Nikkilä, 2010, 8, 15). Organizations are seen to have wider social and communal responsibility than before, for example by emphasizing sustainable development (Järvensivu & Piirainen, 2012, 88). However, working life is developed from the perspective of organizational structures, and the professional wellbeing of the individual and work community is left without notice (Paasivaara & Nikkilä, 2010, 8). Yet, professional wellbeing is significant for the society as a whole; work affects to productivity and economy, but work also can provide meaning for life, in fact work with meaning improve overall wellbeing of an individual (Virtanen & Sinokki, 2014, 30, 7). Therefore, it is valid to question the meaning of work for one’s life.

It is important to consider the meaning of work of the staff members of school and how developing their wellbeing is natural part of fundamental role of school. For teachers and other staff members school is a work place and daily part of working life (Haapaniemi & Raina, 2017, ch.5). From societal perspective, school is an important institution, which role is to provide information and culture, and educate learners to become members of the society (Smeds, Krokkfors, Staffans & Ruokamo, 2010, 12). To succeed in the societal task, education is directed by political instruction, which ensures that in the future children are competent to participate to the building of society (Haapaniemi & Raina, 2017, ch.4). In addition, school plays a fundamental role in development of overall wellbeing in the society, which is why school can also be seen to direct the development of the society (Smeds, et. al., 2010, 12). As such, school always reflects the society it is situated in (Haapaniemi & Raina, 2017, ch. 4).

Since the 2010, research have been interested on how work is executed in schools, individually or communally (Nikkola, Lyhty, Rautiainen & Matikainen, 2019, 290). The national core curriculum for basic education in Finland implemented since 2016 emphasizes collaboration and importance of communality in schools (Nikkola et. al., 2019, 290). Purpose of education is to build blocks for the future, but in order to do that it must quickly react to societal changes in meaningful ways (Haapaniemi & Raina, 2017, ch.4). Transformation of schools is happening in Finland and in other countries, where the school have turned into a community centers and that function as a heart of different services in addition to basic education, such as daycare, health service, and non-governmental-organizations, for the community around (Staffans, Hyvärinen, Kangas & Turkko, 2010, 116). The National Board of Education (2015, 36) states that the learning environment and educational opportunities are extended to other services such as youth work, library, sports and cultural facilities, as well as police, parish, and organization levels. The users of school facilities are not only the students, but also the local and global members of the society (Smeds et. al., 2010, 13). Therefore, schools do not anymore have a sole purpose to provide education, but also accommodate variety of different services for the surrounding community (Staffans et. al., 2010, 116). Fundamentally, community centers can be considered to direct the societal change.

Role of a community center as a school is to offer possibilities of lifelong learning for the community members, as well as increase and support wellbeing of the whole community (Smeds et. al., 2010, p. 13). Such role is essential, because continuous change of the society demands lifelong learning from all of the members (Hietanen, 2015, 18). However, people in their living environments do not necessary know each other, because neighborhoods have been constructed rapidly and people from various backgrounds and locations have moved to inhabit them (Raina, 2012, 19-20). Therefore, communality and community does not form in the same way it has been forming within time in small villages, and when people are unknown to each other, the motivation and care towards each other is weakened (Raina, 2012, 20). Lost feeling of communality is reflected in FinSote 2018 study, which demonstrates that every tenth person of 20-54 age experience themselves lonely often or continuously (Parikka et. al. 2019, 4). Thus, school as an educational institution can support social interaction and collaboration between educational community and other members of the community (Mattila, 2015, 73). Community centers serve equally the school and the community around and provide possibility to increase the communality inside the community an dassemble the lost communality of the society.

Because of the recent transformation, schools as community centers have not been extensively researched yet. Change into a community center also impacts the working life of school staff. Community center accommodates various professionals, who are expected to work in more collaborative manner. Professional wellbeing is recognized as central element of changing working life in the society, which also applies in the school context as a workplace. However, previous research has mainly focused on the student wellbeing, but not the wellbeing of school staff in the school. As the study results of FinHealth 2017 and FinSote 2018 demonstrate, four out of five of Finnish adult population claims to have good working ability, but every fourth person is concerned about their work capability (Koskinen & Saino, 2018, 132; Parikka et. al. 2019, 2). Even though working ability is experienced satisfyingly in the present, it does not guarantee it will be experienced in the same way in the future. Therefore, professional wellbeing is a subject that must be improved in order to ensure better working ability and capability. Professional wellbeing research must also extended to the educational context. As a future teacher, the subject is also personally very relevant for future work, but it has not been covered in the teacher education of 21st century.

In this study, professional wellbeing in educational context is examined through research question: **How is communal professional wellbeing discussed in a multiprofessional educational work community?**

This research is conducted as part of Finnish ministry of Education and Culture key project, Verme2, which represents the Finnish Network of Peer Group Mentoring (*vertaisryhmämentorointi*). The data of this research is provided by Verme2 project which consists of transcriptions of peer group mentoring meetings of multiprofessional work communities from community centers. This research paper first examines the concepts of multiprofessional work community and communal professional wellbeing. This is followed by introduction of Verme2 project and presentation of research data, which is analyzed through method of inductive content analysis. Extensive research results are compiled into implications for developing communal professional wellbeing for multiprofessional work communities in community centers. The research paper is finalized with reflection in the conclusion.

2 Theoretical framework

The central concepts of this research are respectively divided in two parts, 2.1. multiprofessional work community and 2.2. communal professional wellbeing. Multiprofessional work community explore the definitions of communality and work community (2.1.1.), and multiprofessional collaboration in school context (2.1.2). Communal professional wellbeing examines the definition of professional wellbeing (2.2.1.), and extend the examination of professional wellbeing to an educational context (2.2.2). Central terms of this research are complex in nature, therefore it has been necessary to carefully distinguish the definitions to respond the specific research topic and research question of this research paper.

2.1 Multiprofessional work community

Transformation of schools into community centers also require transformation of the work community of the school. Educational work context has been experiencing change from traditional individualistic to more collaborative working method (Raina, 2012, 22). In previous research communality in school has been studied most from the perspective of students, but much less from perspective of educational work community. Also, previous research has not been focusing extensively on multiprofessional collaboration in educational context. To gain understanding of multiprofessional work community in educational context, concepts of work community and multiprofessional collaboration needs to be defined.

2.1.1 Defining communality and work community

Communality is a complex concept and there is not only one way to understand and define it (Paasivaara & Nikkilä, 2010, 7). In English, term *sense of community* is most often used to describe Finnish word *yhteisöllisyys* (Paasivaara & Nikkilä, 2010, 11). However, these terms are not compatible with each other. The Finnish term implies more extended concept than only a sense or a feeling. Therefore, in this research term *sense of community* is replaced with term *communality*, which responds better to the Finnish term and Finnish setting of the research. Regardless, a common element for the terms is that they all emphasize the non-material aspect of community (Paasivaara & Nikkilä, 2010, 11). As a complex concept, communality can be considered from different perspectives; from wide societal level, to more focused level like

communality in work context (Paasivaara & Nikkilä, 2010, 9). In this paper, communality and community will be examined within work context.

Paasivaara and Nikkilä (2010, 9-10) represent that scientific discussion of communality and communities date back to late 1800s, and have been studied extensively since then with a fast growing emphasis on work context. Humans need communality, which basic elements are interaction, personal relationships, trust, being together, and a sense of togetherness (Paasivaara & Nikkilä, 2010, 11). Raina (2012, 11) also emphasizes that communality includes an experiential element indicating that individual experiences communality by feeling it. Feeling of communality is an uniting force for a community and source of strength for an individual (Paasivaara & Nikkilä, 2010, 21). Thus, communality has also been utilized as a general term to represent collaboration and collaboration methods between humans (Paasivaara & Nikkilä, 2010, 11). Yet, communality does not exclude individuality, but requires a balance between personal autonomy and collaboration of the community (Paasivaara & Nikkilä, 2010, 19, Raina, 2012, 13). In the working environment, communality provides resources for the work community to deal with challenging issues and problems (Colliander et. al., 2009, 14).

Community is another complex concept that essential part of communality, and it will be examined in relation to work context. Van Maanen and Barley (1982) have created a foundation for work communities in their research. They define occupational community through four aspects: (1) a group of people who consider themselves to be engaged in similar work, (2) who identify with the work in varied positivity, (3) who share a set of values, norms, and perspectives related to work matters and beyond, and (4) whose social relationships are interconnected in work and leisure (Van Maanen & Barley, 1982, 12). They continue to suggest that members of work communities consider work as a source of meaning and value that makes work more important than only a way to earn living (Van Maanen & Barley, 1982, 34). Paasivaara and Nikkilä (2010, 12) in the other hand, define work community as a professionally constructed entity, which is directed by certain norms, rules and activity of individual members. They continue that collaboration of work community is fundamentally based on completing work related basic tasks (Paasivaara & Nikkilä, 2010, 29). Therefore, work community is defined with strict limits, where all members acknowledge their participation in the community and work towards common goals (Raina, 2012, 11).

Traditionally in hierarchical perspective, the leader was seen responsible of creating a successful communality in the work community, but now the responsibility is considered to be shared

with the other members of the work community (Paasivaara & Nikkilä, 2010, 19). Building a new work community begins from defining the common values and goals, and what kind of practices and interaction will be needed (Raina, 2012, 21). In older work communities, it is a role of members of the community to transmit knowledge of shared practices, values, vocabularies and identities for the new members, and enforce shared understanding and attitudes over the work at the same time (Van Maanen & Barley, 1982, 34). In this way, each person becomes part of the work community, as the responsibility is shared and they are able to participate in activities and development of the community (Juuti & Vuorela, 2015, ch.1). Fundamentally, building a work community should be always seen as an ongoing process, which is done through strengthening the communality and developing old practices (Paasivaara & Nikkilä, 2010, 20,23; Raina, 2012, 22). Work communities that are not efficiently managed are prone to face difficulties, therefore leadership of the work community is responsible for maintaining the development and in the end responsible for ensuring functionality and communality (Raina, 2012, 22; Paasivaara & Nikkilä, 2010, 152).

Community is built on idea of an outsider; members of the community belong in the in-group, while leaving others to out-group (Raina, 2012, 11). Each work community establishes a culture that consists of the values, goals and action for establishing in-group, and directing the work towards main task (Raina, 2012, 106). Sharing culture, working together and valuing the work of each member grows community spirit, which provides an atmosphere to the community where each other are cared and supported (Paasivaara & Nikkilä, 2010, 21). In traditional view individual status in the work community is justified according to skills and performances most of the members regard as essential for the work (Van Maanen & Barley, 1982, 34). In contrast, in the present day each member of the work community is seen significant for the function of the entire community (Paasivaara & Nikkilä, 2010, 20). Overall, balanced work community is based on everyone working and collaborating together, which in turn can be considered as a significant resource or strength for professional wellbeing (Paasivaara & Nikkilä, 2010, 20; Colliander et. al, 2009, 14). If members of work community are not experiencing professional wellbeing, it is reflected to others, decreasing the wellbeing of entire work community (Juuti & Vuorela, 2015, ch.1).

Communality is not axiomatically positive, but it can be negative for the work community. Raina (2012, 26) argues that negative communality is as common as positive or good communality. Distinguished characters of negative communality are one-sided leadership and excluding anyone deviant to the main group, even a member of work community can be excluded and

treated as an outsider (Raina, 2012, 26-27). In the other hand, leadership can be unpredictable or unclear, which creates feeling of unsafety in the work community (Haapaniemi & Raina, 2017, ch. 5). Negative communality can also result of extreme like-mindedness and cause individuals abandon their personal opinions (Paasivaara & Nikkilä, 2010, 23). Moreover, lack of communality entirely influences the foundations of the community (Paasivaara & Nikkilä, 2010, 11). On contrary, positive communality requires open dialogue, interaction with the surrounding environment and set of common rules to direct the main function (Raina, 2012, 27). Furthermore, all members of work community have ability to participate according to their competence, leadership is transparent and fair for all, and difference is not seen as a threat but as a strength (Raina, 2012, 28).

Creating a positive communality requires extensive efforts, especially when the target is an artificial institution created based on human need, such as school or early childhood education center, where members of community might not share much beside work (Raina 2012, 26). School is organized to be a rigid institution that is deeply related to traditional way of functioning, which is why educational communities are considered problematic in perspective of developing communality (Haapaniemi & Raina, 2017, ch. 3; Raina, 2012, 62). Schools have traditionally based on individualistic pedagogy carried by teachers, who have worked in isolation and avoided the dependency of others, and such individualistic culture is still largely existent (Parson, 2004, 25; Raina, 2012, 62). Another basic problem for communality in educational field is a large turnover in the staff members, which affects dynamic of the whole work community (Raina, 2012, 89). However, educational work communities are actively increasing communality and starting to favor the support of other members in the work community (Raina, 2012, 62). Community centers with established work communities are a good example of growing communality. All in all, communality in a work community is based on the idea that members of the work community meet continuously in the midst of genuine interaction and activities of everyday life, while promoting professional wellbeing (Paasivaara & Nikkilä, 2010, 30). In the end, educational work community create an example of communality for the students (Haapaniemi & Raina, 2017, ch. 5).

2.1.2 Multiprofessional collaboration in school context

To begin with, profession can be defined in multiple ways and the term can appear as complex and complicated. In traditional perspective profession implies a freer way to practice an occupation, however in modern societies professions are seen to provide special qualifications in different areas, or profession can study the specific occupational conditions and occupational functions in the organization they are present (Berg, 2005, 16). In this research, all occupations that take place in a school context are collectively regarded as a profession, and all working members of the work community are regarded as professionals. In educational field the division of different professions is clearly visible; there are educational staff with different institutional responsibilities, and representatives of other professions such as educational psychologist, social workers, speech therapists, career guidance counsellors, and school-nurses (Hjörne & Säljö, 2014, 6). Uniprofessionalism refers to a situation where each professional focuses on their divided responsibilities and intermingling between professionals is very limited (Berg, 2005, 18). Multiprofessional collaboration can be seen as opposite of it.

Multiprofessional collaboration started to emerge in the end of 1980's in different fields, and in 1990's settled in Finland (Isoherranen, 2008, 33). Research of multiprofessional collaboration is still mostly focused on the field of social and health services, and it is not extensively studied in educational field in Finland. Multiprofessional collaboration broadly refers to a collaboration of professionals from different fields (Isoherranen, 2008, 33). In Finnish context multiprofessional collaboration is regarded as an umbrella term for all multiprofessional collaboration, while in English it represents one form of collaboration between professions (Isoherranen, 2008, 33). Other terminology in international context is constructed around words 'inter' meaning between and 'trans' referring to across (Leathard, 2003, 4). Interprofessional collaboration is another key term, which refers to interaction of professionals from different backgrounds working towards a common goal, while transprofessional collaboration stands for working across the professional boundaries (Leathard, 2003, 4). There are small differences in the nature of the collaboration, but in the end, all the terms refer to different professionals learning and working together (Leathard, 2003, 4). Because this research is conducted in Finnish setting, this research paper utilizes the term multiprofessional collaboration in umbrella perspective that also includes forms of inter- and transprofessional collaboration.

For educational context Böhm-Kasper, Dizinger and Gausling (2016, 32) define multiprofessional collaboration as a collaborative act of more than two professional who represent different

professional groups working together in an educational sector. With this definition they differentiate the concept from professional collaboration, which refers to collaboration of members from same profession, as teachers for example (Böhm-Kasper et. al., 2016, 32). To elaborate, theoretical base for collaboration is a systemic thinking (Isoherranen, 2008, 29). System refers to an entity in a specific environment which is constructed from different interlinked parts that have causal relationship, and work towards the same goals (Isoherranen, 2008, 28-29). For example, teams in school can make a system, but also the entire school can be referred as a system. When the system functions collectively, something entirely new is created (Isoherranen, 2008, 28). In multiprofessional collaboration, professionals from different fields work together by uniting their knowledge and competence to reach a common goal, which is achieved by sharing an attitude on the basic mission and committing to work towards that mission (Isoherranen, 2008, 33; Berg, 2005, 19). Also James with his colleagues (2006, 173), outline that organizations need a common primary task, because a specified primary task guides the action of the organization and helps members to focus their work based on it, and without it the work community cannot succeed.

However, professional roles might need redefinition, in order them to fit together and collaborate, yet it is essential that this process is completed collectively by the members of the work community (Isoherranen, 2008, 34). Redefinition is an important process that might also require bending the role boundaries, but it increases effectiveness of the work community by removing overlapping or conflicting roles (Isoherranen, 2008, 36). Combination of overlapping profession roles also rationalizes tasks and is cost effective, yet it is criticized for potentially causing deprofessionalization (McLaughlin, 2013, 957). Extensively combined profession roles risk to promote homogeneity over heterogeneity that is required to advance diversity and creativity in the working community (McLaughlin, 2013, 957). In the other hand, professions such as social work, nursing and teaching have a legitimate control in the area of practice, which restricts, or protects, the professional boundaries (McLaughlin, 2013, 958). Thus, it is important to also remind that a change in one part of a system would affect the other parts of the system as well either positively or negatively (McLaughlin, 2013, 959). Bottom line is that all professionals need to be ready to change practices and commit to collective operating model for multiprofessional collaboration to succeed (Kiilakoski, 2012, 53). Quite naturally though, the strict boundaries of different professional roles fade when the multiprofessional collaboration develops in the work community (Isoherranen, 2012, 112).

Moreover, multiprofessional collaboration often happens in teams. As the work communities continue to develop, teamwork as a working method is considered more favorable now days (Isoherranen, 2008, 84). A team can be defined as collection of individuals, who identify themselves as a team and work committedly towards a shared goal, which they all are responsible and accountable of (Vangrieken, Dochy, Raes, & Kyndt, 2015, 25). Moreover, on the field of education multiprofessional work communities can be referred as goal-oriented teams or wider network like communities (Raina, 2012, 32). Teams are considered to provide positive reinforcement, because they support collaborative knowledge building that could not be achieved by working alongside (Isoherranen, 2008, 35-36). Stinger (2013, 61) elaborates that team work provides communal time that is facilitated by collaborative interchange of planning together, sharing knowledge, learning collectively and learning about culture construction. In addition, collaborative interchange promotes positive relationships in the work community and develops trust between the member of the community (Stinger, 2013, 61). Above all, good team functions as a safety net and provides guidance for the members of work community (Isoherranen, 2012, 147).

Specialist and diverse knowledge of the different professionals can be considered as a strength of multiprofessional collaboration. Developing individual knowledge and sharpening individual competence is important and helps to define the position of the professional in the work community, especially when the strict professional boundaries are redefined (Isoherranen, 2012, 113). Professionals individually need to maintain and develop their knowledge continuously, yet the knowledge is only useful for the organization if it is directed towards the common mission (Berg, 2005, 19-20). The leadership has overall responsibility to ensure that work is in line with the common mission (Berg, 2005, 19). For example, school will not be regarded as multiprofessional organization only because there are professions representing different areas, but because they work collectively towards a common mission (Berg, 2005, 17). In fact, schools are facing pressure to increase collaboration and members of work community need to have proficient skills in collaboration to successfully perform their work tasks (Vangrieken et. al., 2015, 18). Therefore, multiprofessional collaboration ensures that multiple perspectives of knowledge and competence that are necessary for the system as a whole, are actively included (Isoherranen, 2008, 33). All in all, multiprofessional collaboration in work community must be carefully planned and organized to ensure effective, but diverse and creative collaboration system.

Collaboration in multiprofessional working community should be open, trusting and supportive, and provide grounds for building a collective understanding (Isoherranen, 2008, 74). Multiprofessional collaboration also requires other central elements. Effective interaction is a key factor for multiprofessional collaboration (Isoherranen, 2008, 36). Integral part of effective interaction is a collective language that features terms everyone in the work community can understand, and creates feelings of belonging in the work community (Isoherranen, 2008, 42, Paasivaara & Nikkilä, 2010, 17). Importance of interaction should not be overlooked, because interaction in the work community reveals the level of communality, and to overcome challenging collaboration tasks a highly developed social skills are needed (Raina, 2012, 159; Isoherranen, 2008, 28). Therefore, all the members of the work community need to actively partake in effective interaction and communication to promote communality. In addition, multiprofessional community needs to collectively established ground rules that everyone follows (Isoherranen, 2008, 42, Paasivaara & Nikkilä, 2010, 12). Without established rules for work community multiprofessional collaboration will be challenged.

Finnish National Agency of Education (2015, 36) highlights that work inside of the school is purposefully organized to be carried out together with all professionals. Schools of basic education collaborate with early childhood education centers, pre-schools, high schools and vocational schools to provide a holistic educational journey for the students, and the wellbeing of students is fostered by close collaboration with clubs and morning- and afterschool care (Opetushallitus, 2015, 36). Fundamentally, close multiprofessional collaboration also supports achieving the educational goals of the school and provides an example of interaction and collaboration for students (Opetushallitus, 2015, 27, 36). Multiprofessional collaboration does not only take place in the single institution, such as in school, but extends beyond the walls. In such case, multiprofessional collaboration would be referred as multiprofessional network (Isoherranen, 2008, 37). School is regarded as an intersection for welfare services, which provide services such as health care, social work, and support from psychology and youth work professionals for children and teenagers (Kiilakoski, 2012, 48). Ideal multiprofessional collaboration in schools enables to bring different professions together and encourage optimal resource allocation, which in turn would serve the basic purpose of education and create maximal learning opportunities for the students (Berg, 2005, 25).

Isoherranen (2012, 146) states that one of the biggest limitations for development of overall multiprofessional collaboration is lack of recognizing it in professional education. Topic of multiprofessional collaboration is not extensively recognized in basic education or further in-

service training, which limits motivation, understanding, and knowledge of collaborative working methods in teams and work communities (Isoherranen, 2012, 146). Education for multiprofessional collaboration would also influence an attitude change towards effective collaboration, which results that transformation in working methods is not seen as a threat when the main goal of collaboration is understood (Isoherranen, 2012, 151). Encouraged attitude transformation would be especially valuable to educational work communities that are still exercising individualistic pedagogy. Furthermore, leadership requires competence to lead a multiprofessional work community (Isoherranen, 2012, 151). Thus, the transformation of working methods to multiprofessional collaboration needs to occur in every level of the work community. McLaughlin (2013, 962) states that if multiprofessional collaboration was easy to implement, all organizations would already have done so. Multiprofessional collaboration is not only an answer to the new challenges posed by society, but it is to be applied to all; old, new and future challenges (Kiilakoski, 2012, 53).

To summarize, in this research educational work community is constructed out of all professionals that collaborate and work in the given school community towards a common goal. Communality is seen as a shared experience, feeling and state that is a strength and resource which provides grounds for collaboration. Multiprofessional work community in educational context is based on collaboration between the professionals and teams, where individual professional competences are recognized and interlinked with others to enable best possible work outcomes. Multiprofessional work community is built on communal collaboration that is represented as communality. Communality of the work community creates ground for multiprofessional collaboration, as successful collaboration builds on communality of the work community. All in all, communality in a work community is based on the idea that members of the work community meet continuously in the midst of genuine interaction and activities of everyday life, while promoting professional wellbeing (Paasivaara & Nikkilä, 2010, 30). By activating this, work communities on educational field are transforming by moving away from traditional way of working alone to more collaborative working method in multiprofessional environment.

2.2 Communal professional wellbeing

Professional wellbeing is a subjective concept, because it can mean different things and understood in different ways, depending on the perspective, time and culture (Virtanen & Sinokki, 2014, 28). Since the nature of the concept is so complex, in this research paper professional wellbeing is first defined in Finnish context with help of Nordic concepts. Concepts based of Nordic countries are applicable in this research, because they share similarities in the focus on professional wellbeing (Foldspang et. al., 2011, 18). Another reason behind applying the Nordic perspective is that most of the professional wellbeing models have been developed elsewhere abroad, and their applicability to Finnish context is not guaranteed (Mamia, 2009, 21-22). In educational context, existing research of professional wellbeing has mainly concentrated on the professional wellbeing of teachers, but professional wellbeing of an entire work community has not been studied extensively yet.

2.2.1 Defining professional wellbeing

Professional wellbeing is a multidimensional term that is challenging to define (Pyöriä, 2012, 9). The concept can be referred by number of terms, such as occupational wellbeing, work wellbeing and work related wellbeing, but in this research term professional wellbeing is applied. Definitions of professional wellbeing have a different emphasis in different countries and cultures, because definition is based on the labor market and the extent of welfare state, which is why developed and developing countries emphasize very different aspects on professional wellbeing (Ojala & Jokivuori, 2012, 26). Foldspang with his colleagues (2011, 17) continue that concept of professional wellbeing cannot be considered as definite, because it will always change according to the norms of society, work organizational ways, technology, and new knowledge. As a result, professional wellbeing cannot be considered as an universally coherent term (Manka & Manka, 2016, 75).

Studies of professional wellbeing date back to 1920's, when physiological stress became research interest (Manka & Manka, 2016, 64), but 1980's onwards professional wellbeing became the research focus (Foldspang et. al., 2011, 18). However, the research has mainly focused on work related stress and burnout, and their absence has been interpreted as work related wellbeing, but since the beginning of the century wellbeing at work has been regarded more complex than absence of negative factors (Kinnunen & Feldt, 2005, 13). Research of professional well-

being in present day is founded on traditional research models, which have influenced the construction of current professional wellbeing concept. After acknowledging the complexity of professional wellbeing, definitions and theories applied in this research are chosen carefully to represent the Finnish context and Finnish educational system.

In Nordic context professional wellbeing is seen as multidimensional concept that considers wellbeing from many different perspectives, including work relation to everyday life (Manka & Manka, 2016, 75). The Nordic Council of Ministers initiated project to clarify the impact of work environment and professional wellbeing in Nordic countries, which findings were collected in an indicator manual that also defines common Nordic concepts for professional wellbeing (Foldspang et. al., 2011). In the manual Foldspang and others (2011, 18) define professional wellbeing in Finland as concept of promotion and maintaining work ability. The concept focuses on activities in workplace that maintain ability to work for all; employer, employees, and overall collaboration inside the organization, which main responsibility is considered to promote and support work ability (Foldspang et. al., 2011, 18). Therefore, the focus of work wellbeing extends throughout the organization, from the individual level to work community level (Foldspang et. al., 2011, 18).

Work ability can be understood in Finnish context as a balance model which includes individual resources that corresponds to the work demands in a safe and healthy manner (Ilmarinen & Tuomi, 2004, 15). To elaborate, Ilmarinen and Tuomi (2004, 20) illustrate dimensions of work ability with a house of four floors; the three lowest levels represent human resources and the top floor stands for work dimensions. The first floor of the house consists health and functional capacity, including physical, mental, and social functioning; the second floor comprises individual competence, such as knowledge and skills; and the third floor holds values, attitudes and motivation (Ilmarinen & Tuomi, 2004, 20). The fourth floor is the grandest of the floors, including all dimensions of work; environment, content and demands, community and organization, and management and leadership (Ilmarinen & Tuomi, 2004, 20). All of the dimensions influence together on how the fourth floor functions, and they have overall ability to imbalance the floor, which in turn will impact the function and balance of the lower three floors (Ilmarinen & Tuomi, 2004, 20). Microenvironment outside of the house influences work ability, which comprises of family, relatives and friends, but the societal factors such as, legislation, infrastructure and services, create extended frame and background of work ability of the individual

(Ilmarinen & Tuomi, 2004, 20). The model presents work ability as a holistic and interdependent concept, where one area of life or working life impacts other and overall work ability of the individual.

Foldspang and others (2011, 19, 21) continue that safety aspect of work ability is not enough to define professional wellbeing, but professional wellbeing is also constructed out of interaction of physical, psychological and psychosocial factors. In Finnish context, physical factors focus on health and safety of work, working methods, and the work environment (Foldspang et. al., 2011, 22). Psychological and psychosocial factors: interaction, responsibility, motivation, work schedules, self-fulfillment, meaningfulness of work, the control and work life balance, are factors that affect individual professional wellbeing and productivity in work, but also the communal professional wellbeing and productivity of the whole organization (Foldspang et. al., 2011, 22). Work atmosphere, social support and control over tasks are essential for work ability and therefore important for professional wellbeing (Foldspang et. al., 2011, 23). The importance of development of work community for professional wellbeing increases, because they establish the frames, rules and legislations to direct overall function together (Foldspang et. al., 2011, 23).

Paasivaara (2009, 16) and Mamia (2009, 24) regard professional wellbeing as a multidimensional phenomenon that is constructed from subjective wellbeing experiences and objective factors of work environment. Subjective wellbeing of individual refers to harmonic balance between work and freetime (Paasivaara, 2009, 16). Objective factors of work environment consist of all material, social and psychological factors, including work related rewards, community spirit and work safety, and number of these are interlinked to the subjective experiences of professional wellbeing (Mamia, 2009, 30; Paasivaara, 2009, 17). Also, Pyöriä (2012, 11) and Juuti and Vuorela (2015, ch. introduction) agree that it is crucial to acknowledge that work is not seen as separate fraction of life, but professional wellbeing is constructed out of balanced relationship between different life areas of work, family and freetime. Virtanen and Sinokki (2014, 30) in other hand consider that fundamental concept of professional wellbeing is interaction between the members of work community. Such perspective is based on the active change of professional wellbeing from occupational safety to work ability and improved work life quality (Virtanen & Sinokki, 2014, 30). Manka and Manka (2016, 75) add that professional wellbeing is also influenced by the sum of organizational procedures and leadership, organizational climate, work and co-workers, but in the end the most important aspect regarding to professional wellbeing is the progression of everyday work.

Foldspang and others (2011, 17) state that focusing on professional wellbeing aims to generate healthy workplaces and prevent professionals of the work community from being stressed, ill, hurt or exposed to accidents. On contrary, neglection of professional wellbeing effects the overall wellbeing of individual. Person is seen as an entity, where all life-areas are interlinked, and strain from one are impacts others as well, therefore individual should not experience work as too straining, because it effects family and free time, which in turn are incapable to feed strengths for work (Juuti & Vuorinen, 2015, ch. 1). Previous studies show that neglecting professional wellbeing in organizational level expose employees to different work related illnesses, such as trouble of sleeping and depression, and weakens the professional self-esteem (Manka & Manka, 2016, 32). Furthermore, absence of professional wellbeing decreases motivation and community spirit, which all affect to the overall success of the organization (Pyöriä, 2012, 14). Mamia (2009, 49) concludes that common factors that decrease the professional wellbeing are problems in workload, community spirit, and hectic and busy work schedule, that also impact to other aspects of life.

Christensen and others (2008, 71) recommend that research of professional wellbeing should actively extend from the risk factors and negative symptoms, to aspects that promote wellbeing, motivation, long-term health and good performance at work, in order to truly foster and develop professional wellbeing. To enforce and support this, practices from the field of positive psychology have been brought in the studies of professional wellbeing (Manka & Manka, 2016, 69). Gable and Haidt (2005, 104) describe positive psychology shortly as a study of conditions and processes that promote optimal functioning of people, groups and institutions. In fundamental perspective, positive institutions concern group level that includes civic virtues and institutions that direct towards better citizenship (Seligman & Csíkszentmihályi, 2000, 280). Positive aspects should be regarded as they are, and not as buffers against problems, stressors and disorders of life (Gable & Haidt, 2005, 105). Furthermore, it is important to remind that positive psychology does not indicate that negative and distressing aspects of life should be overlooked and dismissed, but the study of positive psychology attempts to understand the full spectrum of human experience, including aspects of human resilience, strength and growth (Gable & Haidt, 2005, 105, 107). Fundamentally, positive psychology attempts to increase knowledge on "what makes life worth of living" and how to enhance it through extensive research on human happiness and wellbeing (Seligman & Csíkszentmihályi, 2000, 280).

Christensen and colleagues (2008, 11) outline that creating good and healthy work environment in the work community does not happen only by removing all negative features or reducing the

workload, but positive aspects need to be purposefully added in. Nordic project 'Positive factors at work' studied professional wellbeing in different Nordic organizations and provided a model representing positive factors enhancing professional wellbeing in work communities (Christensen et. al., 2008, 72). The model represents that positive factors are implemented in work community through a process. To begin with, positive factors are founded from job resources, such as leadership, and individual resources, like self-efficacy (Christensen et. al., 2008, 72). Both job – and individual resources influence directly or indirectly to work-related experiences and attitudes, for example motivation, emotions, work engagement and meaning of work (Christensen et. al., 2008, 72). Finally, work-related experiences and attitudes influence organizational and individual outcomes, that can generate positive factors (Christensen et. al., 2008, 72). The model indicates that positive factors in work community create productive performance, wellbeing and health for both the individual professional and the whole organization. The model succeeds to explain in simple manner the formation and outcome of positive factors, however the researchers note that the model is missing number of important positive aspects and characteristics, such as work and home connection (Christensen et. al., 2008, 72).

Manka and Manka (2016, 71) highlight that amount of positive emotions should exceed the negative ones in workplace, because positive emotions build personal strength and maintain professional wellbeing. However, this does not mean that all negative emotions are absent from the workplace, in contrary they are natural part of the workplace and need to be considered constructively (Manka & Manka, 2016, 71). In famous broaden and build theory, Fredrickson (2001, 223-224) presents that positive emotions produce health and wellbeing for individual. Simply explaining, the cycle of broaden and build should result positive emotions to accumulate and compound, and trigger an upward spiral that increases emotional wellbeing (Fredrickson, 2005, 229). Even though emotions are transitory, positive emotions have long lasting consequences for human optimal functioning (Fredrickson, 2001, 224). Fredrickson (2005, 222) argues that as a result of experiencing positive emotions people are able to transform themselves to become more creative, knowledgeable, resilient, socially integrated and healthy, and effect wellbeing of others and own. Experiences of positive feelings related to work community and community spirit are considered to be significant for professional wellbeing (Paasivaara & Nikkilä, 2010, 22).

2.2.2 Communal professional wellbeing in school context

Laine (2018, 46, 55) justifies that school is a workplace for many different professionals, which is why the professional wellbeing of all members must be supported and wellbeing work community considered as a shared interested. Saaranen with her colleagues (2006, 248) developed a professional wellbeing model for school staff, which implies to all professionals working in the given school environment. The model is constructed out of four intersecting aspects; working conditions, worker and work, working community and professional competence (Saaranen et. al., 2006, 248). The adapted and simplified model of professional wellbeing is presented in figure 1 below. Working conditions refer to all aspects of physical working environment and the safety of the work; worker and work consider the personal health, with resources and workload in relation to the work itself; working community entails functionality of everything from organizational leadership, work management to social support and flow of information; finally professional competence stands for just that and in-service education (Saaranen et. al., 2006, 249). All of these factors are interlinked and affect individual professional wellbeing, but also the wellbeing of the entire educational work community (Saaranen et. al., 2006, 250). The model was retested in 2010 and 2013, and the aligned results confirm that this model is applicable in school context for planning, implementation and evaluation of professional wellbeing, as well as promoting public health (Laine, Tossavainen et. al., 2018, 79).



Figure 1. Adapted model of professional wellbeing in school work community (Saaranen et. al., 2006, 250; Laine, Saaranen, Ryhänen & Tossavainen, 2017, 25).

Professional wellbeing of school staff is approached from a broad multi-disciplinary perspective. Aspects of professional wellbeing are elaborated by using results of follow up studies of the professional wellbeing model and supported with help of other sources. Of course, it needs to be kept in mind that the study results cannot be fully generalized to represent all work communities in Finnish schools, because interventions are unique to each specific school (Laine et. al., 2012, 80).

Working conditions

Working conditions for work community are seen to be constructed out of four variables: working space and equipment; physical factors; no chemical and biological factors; and permanent working site (Saaranen, Pertel et. al., 2012, 65). Physical working environment, such as school, differs and varies greatly between different work communities. In study by Saaranen and her colleagues (2012, 68) school staff in Finland reported negative experiences of their working conditions, which could be explained by the problems of poor indoor air quality and mold contamination in number of Finnish schools. Therefore, it is important to address issues relating to indoor air quality and the change for better air quality requires active measures from the work community (Laine et. al., 2016, 80). Also, condition and quality of working spaces, and equipment can influence the professional wellbeing of work community (Laine, Tossavainen et. al., 2018, 84).

Work and worker

Work and worker aspect of professional wellbeing is also divided in four variables: workload; urgency and pace of work; activities supporting personal resources at work; and functioning of occupational healthcare (Saaranen, Pertel et. al., 2012, 59). Workload impacts significantly on the subjective professional wellbeing of member of school staff, but also on the communal professional wellbeing of the whole work community (Laine, Tossavainen et. al., 2018, 84). Especially the mental strain is considered to influence the professional wellbeing of school staff (Saaranen, Pertel et. al., 2012, 67). In addition, work of school staff is unevenly distributed, including very busy periods and generally speaking there is not enough time to finish work tasks (Saaranen, Pertel et. al., 2012, 67). Saaranen and

others (2012, 67), suggest that overload of tasks and work related exhaustion can be prevented by interventions in the work community and by increasing mental resources of staff members. Professional healthcare was also considered as a point for improvement, especially development of professional wellbeing in the whole work community level and not only focus on wellbeing in individual level (Saaranen, Pertel et. al., 2012, 68).

Working community

Work community has a powerful impact on professional wellbeing in Finnish context (Laine, Tossavainen et. al., 2018, 88). Working community is constructed out of interaction variables: working atmosphere; appreciation of work of others; collaboration and information; work management and time use (Laine, Saaranen et. al., 2018, 11). Juuti and Vuorela (2015, ch. 2) describe that good working atmosphere, or community spirit, is constructed on collective trust, transparency and helpfulness of the members of work community. While Laine, Tossavainen and others (2018, 84) outlined that appreciation of work of others is seen significantly to influence the professional wellbeing of the work community. Paasivaara (2009, 14) states that being appreciated is a basic need for human and need to also be experienced in work.

Furthermore, interaction is a central element for work community. Schools, early childhood education centers and youthwork are especially workplaces, where effective flow of information and communication are essentially important (Raina, 2012, 59). Also, Stasio and others (2017, 484) underline the importance of investing in the quality of interaction in the work community. They found that teachers in Italian preschools and primary schools most efficiently protected their professional wellbeing and risk of work related burnout by creating positive interpersonal relationships in the educational contexts (Stasio et. al. 2017, 484). Interpersonal relationships and communality within the work community can also be created outside the working hours, and school staff hoped for more of such possibilities (Saaranen, Sormunen et. al., 2012, 251). Moreover, interaction of work community can be promoted through different kind of communal interventions. Communal and inclusive interventions developed by staff members, such as wellbeing

afternoons and conversation cafes, provided a platform to discuss current development needs, and were experienced meaningful for professional wellbeing (Laine et. al., 2016, 35; Laine et. al., 2017, 35). The interventions were seen positively, but to reach their full potential it was necessary that the staff members had enough time and energy to participate, as well as interventions should be given time to be implemented properly in the work community (Laine et. al., 2016, 35; Laine et. al., 2017, 35).

Leadership can be considered an essential variable for promoting professional wellbeing in work community. As such, influences of leadership on professional wellbeing have been studied quite extensively (Juuti & Vuorela, 2015, ch. 1). Leadership plays a special role in professional wellbeing, because leadership has a central function in a work community and ability to influence number of other aspects that influence professional wellbeing, such as content of work, relationship among the members of work community and community spirit (Juuti & Vuorela, 2015, ch. 1). Furthermore, good leadership is shared, so other members of work community are also able to influence on common matters, and be engaged in creating and achieving common goals (Juuti & Vuorela, 2015, ch. 1). Educational leadership has increasingly become mainly administrative, which leaves less time for important practical tasks, such as creating and maintaining communality in the work community (Raina, 2012, 24).

Principal has a significant role as a promoter and enabler of professional wellbeing of work community (Laine, 2018, 46; Laine et. al., 2017, 35). Principal's role is especially emphasized as a committed enabler of development work, which requires providing time and resources for the work community to develop professional wellbeing (Laine, 2018, 46; Laine et. al., 2017, 35). Systematically involving principle to the development process can improve the leadership and principal-employee relationships, but also the development of leadership skills and positive feedback motivate the leader to commit on developmental work of the work community (Laine et. al., 2017, 35-36). In addition, professional wellbeing of principle is also important to support, because the personal professional wellbeing and attitude of principle may reflect the professional wellbeing of other members of the work community (Laine et. al., 2017, 36). Fundamentally, healthy and wellbeing school management forms a foundation for wellbeing of work community

and has more energy to support professional wellbeing of others (Saaranen, Pertel et. al., 2012, 68). Finally, Price (2012, 66) found in her study that relationship between principals and their staff significantly improved work satisfaction, cohesion and commitment for teachers. Furthermore, she outlined that positive relationship between principle and staff improves the overall work environment in the schools, but also improves learning environment for the students (Price, 2012, 66, 69).

Professional competence

Fundamentally, teachers in Finland are highly educated professionals (Haapaniemi & Raina, 2017, ch.5). Saaranen, Sormunen and others (2012, 239) claim that professional competence is related to professional wellbeing of a teacher, and suggest that continued education related to working capacity is needed in order to develop professional wellbeing. Therefore, development of professional wellbeing is related to continuum of education, which should focus on knowledge, skills and operating methods, which would aid in everyday interactions with colleagues, students and parents (Saaranen, Sormunen et. al., 2012, 239, 251). Overall Saaranen, Sormunen and others (2012, 251) outline that school staff needs develop professional competence to develop professional wellbeing and ability to work in both, individual also communal level.

Laine, Saaranen and others (2018, 13) suggests that through social interaction and learning, school staff can develop professional wellbeing together for their work community. In fact, developing professional wellbeing for the work community, and considering different needs of professional groups of the school is essential, in order for the staff members to have appropriate resources to manage their work and its demands (Saaranen, Pertel et. al, 2012, 68). Laine (2018, 45), represents that work community can face and overcome challenges on wellbeing and health and promote professional wellbeing and leadership by utilizing the resources and needs of the work community. Collaboration activities such as, interaction, networking, trust, and participation and involvement of the members of work community, are considered to be key developmental activities (Laine, 2018, 45).

However, it must be acknowledged in the work community that developmental work for professional wellbeing is time consuming process and can increase workload of staff members (Laine et. al., 2016, 80). Therefore, development of professional wellbeing of work community can be supported by goal-oriented action plans (Laine et. al., 2016, 79). Action plans first evaluate the existing internal resources and recognize the developmental needs, and finally create an effective action plan serving the whole work community (Laine et. al., 2016, 80). Nevertheless, it is always uncertainty whether the changes in professional wellbeing and interaction of work are result of work community interventions or by other factors that influence professional wellbeing (Laine, Saaranen et. al. 2018, 11). Overall, work community that experiences professional wellbeing has resources to support health, growth and learning of students, and collaborate these tasks with families as well as health- and social services (Laine, 2018, 54).

To summarize, in this research communal professional wellbeing is understood in two parts. First as an overlying definition of professional wellbeing in the Finnish context, which provides foundations for more concentrated definition of professional wellbeing in Finnish educational context. In broad sense professional wellbeing is understood through of work ability. In more focused perspective professional wellbeing is divided in two parts, subjective experiences of wellbeing and objective factors of work environment. In addition, interaction and positive factors are seen as a crosscutting element that influences professional wellbeing of the work community. Overall, professional wellbeing is directly related to a healthy workplace, which results on individual health, the company and a society as a whole (Foldspang et. al., 2011, 17). In the school context, professional wellbeing is understood thorough four intersecting aspects; working conditions, work and worker, working community, and professional competence. Professional wellbeing is important to view and develop from the viewpoint of the entire school staff, because a wellbeing work community is a shared interest (Laine, 2018, 55). Concept of communal professional wellbeing is constructed applying the respective perspectives, which is represented below in Figure 2.

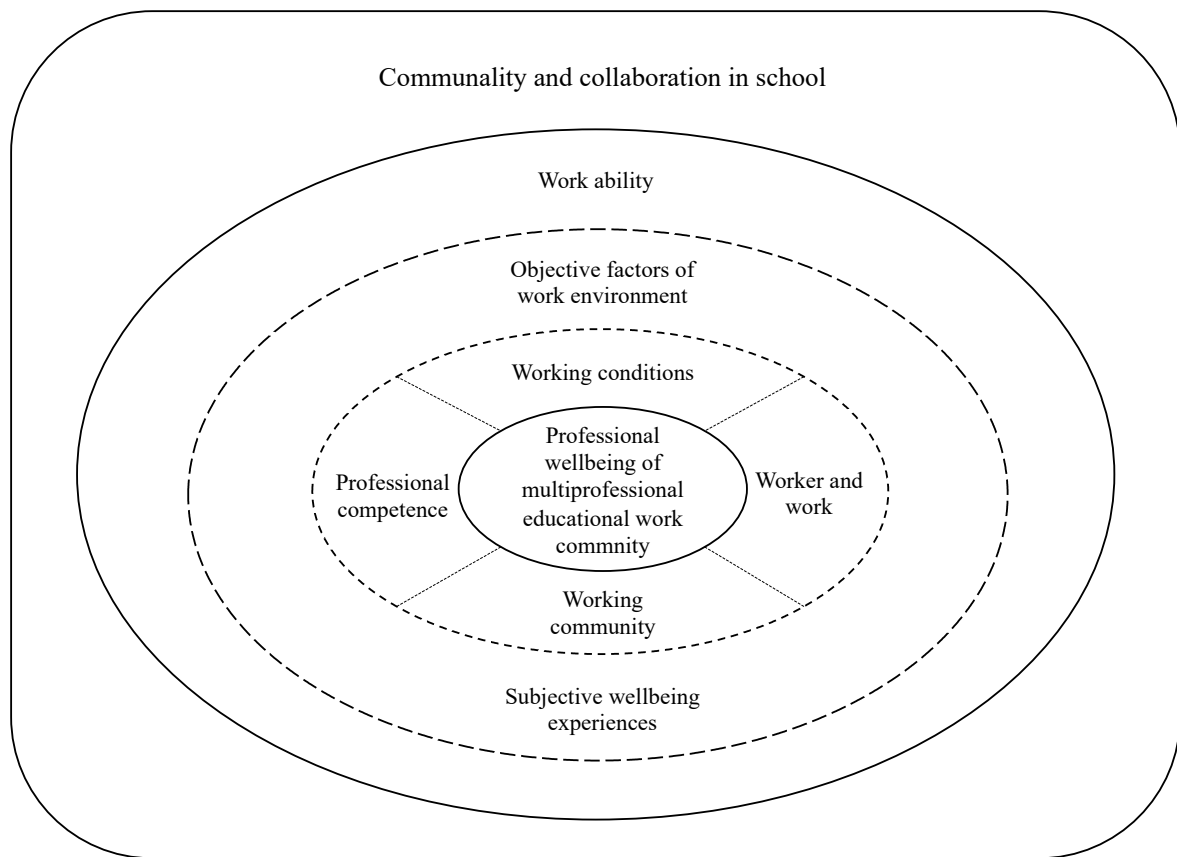


Figure 2. Presentation of communal professional wellbeing for multiprofessional educational work community for this research paper.

3 Methodological framework

The focus of this qualitative research paper is to examine how communal professional wellbeing is discussed by multiprofessional educational work communities. Denzin and Lincoln (2018, 10) represent qualitative research generally as a study of things or phenomena in their natural settings and interpretation of meanings added by people. Berg and Lune (2014, 4,8) agree by summarizing that qualitative research examines how people learn and make meaning of themselves and others, therefore attempts to provide understanding of their lives. The world is made visible for the observer by interpretative material practices that turn the world into series of repetitions, which are then interpreted in hope of gaining better understanding of the studied subject (Denzin & Lincoln, 2018, 10). Qualitative research process is constructed out of three interconnected activities: theory, method and analysis (Denzin & Lincoln, 2018, 16). In this study discussed realities and meanings of multiprofessional work community from three community centers are learned through transcribed peer group mentoring meetings. Methodological framework first introduces the research context of this research, which is followed by discussion of ethics and validity of the research. Finally, the analysis process of inductive content analysis is examined through three steps; reduction, clustering and abstraction to reach analysis results.

3.1 Research context

This research is conducted as part of Verme2 – project, which stands for the Finnish Network for Peer Group Mentoring (*vertaisryhmämentorointi* in Finnish) (Verme2, 2020). Verme2 – project is one of the key projects funded by the Finnish ministry of Education and Culture, and it is coordinated by the University of Jyväskylä. The network for the project is constructed out of Finnish teacher education institutions, involving both vocational teacher education and university teacher education departments, and the main objective of the project is to develop and disseminate the peer group mentoring frame in order to support professionals in the educational field (Verme2, 2020). Verme project has worked towards that goal since the beginning of 21st century through diverse projects with diverse research community of international researchers and teacher educators (Heikkinen, Tynjälä & Jokinen, 2010, 39). The pilot project that this research is part of started in the spring 2018 in cooperation of University of Oulu and University of Lapland. The objective of the pilot is to develop peer support and peer learning models, which would advance collaboration in work community.

Mentoring in general is a vast field with many different models that are applied in different contexts, which popularity has peaked in past years (Heikkinen et. al., 2010, 18, 21). Such has resulted to a change in concept of mentoring. In traditional perspective, mentor has been an older, socially and professionally respected, superior person to the mentees, but now mentoring has taken same direction as constructivist knowledge construction and learning, where the individual is in the center with preknowledge and past experiences that develop when acquiring new information (Heikkinen et. al., 2010, 21-23). Newer model of mentoring is beneficial for both young - and experienced professional, but also to the mentor (Heikkinen, et. al., 2010, 21). Essentially, mentoring is conceptualized with collaboration, collegiality and interaction (Heikkinen et. al., 2010, 21) Therefore, dialog is key element in mentoring that emphasizes mutual exchange of thoughts and collective knowledge building, which is utilized by verbalizing personal experiences, opinions and ideologies (Heikkinen et. al., 2010, 22). One aim of mentoring is to find and acknowledge strengths that might have been hidden, and developing those strengths guide personal and professional development (Juuti & Vuorela, 2015, ch. introduction).

In Finnish educational context, group mentoring proved out to be the most functional solution, which is also considered more cost-effective model to traditional mentoring (Heikkinen et. al., 2010, 18, 41). Peer group mentoring is based on integration of formal, informal and nonformal learning about knowledge and skills related to profession (Heikkinen et. al., 2010, 13). The mode of learning resemble casual conversation in a group, where the group deliberately elevates the learning to conscious and conceptual level, but in practice learning in peer group mentoring groups happen through interaction of everyday work situations and reflective group conversations (Heikkinen et. al., 2010, 13-14). The fundamental idea of peer group mentoring is to build on the richness of different group members, who bring in various perspectives in form of different knowledge and experiences (Heikkinen et. al., 2010, 26). Even though peer group indicates equality among the group members, there are distinctive rules for peer group mentoring. The mentor has a justified task as leading the group activities, and each participant is equipped with different competencies that are built through different knowledge and past experiences (Heikkinen et. al., 2010, 26).

In this research peer group mentoring groups represent multiprofessional educational work communities. The research data consists of five (5) peer group mentoring meetings from three different groups from three community centers. The mentoring groups varied between five to

nine members and each group had two trained mentors who came outside of the school community. The groups met five to six times altogether during the academic year, mainly focusing on the spring or autumn term. The meetings occurred approximately once a month and lasted for about two hours. Each peer group meeting had a theme, which was selected together by the group in the previous meeting. The research data was collected from third and fourth meetings by videotaping peer group mentoring sessions from each group. The third group had joined the two meetings into one session. Third and fourth meeting sessions were selected, because groups had already become familiar and worked together, but not yet preparing to finish the mentoring. The video material was then transcribed to approximately 172 pages of text, which contained two peer group mentoring sessions from each group. I was not personally part of the data collection, but I received transcribed data after agreeing to participate in the project. The transcribed text was clear and followed the original material as accurately as possible. In the transcription process each member of the group was given a pseudonym name. The language of the peer group mentoring meetings and the transcribed text was Finnish.

The schools in Finland are going through transformation which accommodates multiprofessional community functioning in the educational contexts. The pilot project was implemented in schools that functions as community centers, and provide services for school for basic education, youth service, library, early childhood education and care, health care services and parish. All of the community centers in the project had been active less than five years and one of them was still in transitional phase, waiting for construction of the school to be finished. A community center can be defined as a center of learning for the community, which fundamental role is to offer lifelong learning possibilities for all the members of the community (Mattila, 2015, 83; Smeds et. al., 2010, p. 13). In another perspective, community center allows resource maximization by providing platform for collaboration between school, community, and agencies serving families (Parson, 2004, 4). In fact, bigger centers are seen to be more affordable and cost-effective compared to smaller separate units (Smeds et. al., 2010, 16). Consequently, lifelong learning is also fundamental aspect for peer group mentoring and Verme2 -project.

Professionals in the peer group mentoring groups and their working environments varied. Different community centers were referred in the research data as lower house, middle house and upper house. More specific information of the research data is presented in the Table1 below:

Table 1. Information of research data

Community center	Size of the community	Community center information	Members of the peer group mentoring groups
Lower house	Approximately 300 children and 60 staff members.	Work community has been working together for long time. The community center is new and a new working environment.	<ul style="list-style-type: none"> - guidance counsellor - special education teacher - primary education- and subject teacher - member of cleaning service - member of food service - assistant in early childhood education - assistant in afternoon care - two early childhood education teachers
Middle house	Approximately 1000 children and 100 staff members.	Functioning in separate units. Common building under construction and some of the units would move to the common building once it is finished.	<ul style="list-style-type: none"> - leader for assistants - assistant in primary education - early childhood education teacher - personal assistant - primary education teacher - special education teacher
Upper house	Approximately 500 children and 50 staff members.	Newly selected work community through applications. New community center. Rapidly increasing number of children.	<ul style="list-style-type: none"> - school secretary - assistant in early childhood education - early childhood education teacher - primary education teacher - youth worker

There are visible similarities and differences between the community centers and the peer group mentoring groups of this research. Middle house is noticeable larger than two other centers and the only one that is still functioning in separate units, and transitioning to a communal unit when construction is finished. Work community in the lower house had been working together for a long time, while upper house had selected completely new work community for the new community center. However, all of the peer group mentoring groups represented a wide multiprofessional educational work community.

3.2 Research ethics and validity

When conducting a qualitative research, rightness and wrongness of the research process must be considered in relation to the people whose lives are central to the research interest (Miles & Huberman, 1994, 288). The rights, privacy, and welfare of the people and the community that are in the focus of the research must be ensured (Berg & Lune, 2014, 61). Therefore, ethical considerations from multiple perspectives have been acknowledged before, during and after, of this research process. I was not part of the data collection, but I have received the data in transcribed form with pseudonym names for each participant. The community centers that have been the setting of this research have only been referred as lower-, middle-, and upper house, and their real location has not been revealed. Therefore, the participant and their surroundings have been protected and secured. I have not seen the original videos or transcriptions of the peer group mentoring meetings, because it has not been necessary in order to conduct this research. All the people who have participated in this research are adults and participation has been voluntary. Each person signed themselves to the peer group mentoring groups and the meetings were regarded as part of work time. I have handled the transcribed data by respecting its confidentiality and will dispose the data properly after I have completed the research.

Validity of research indicates “trustworthiness” of the research (Miles, Huberman & Saldaña, 2019, 289). The research context and analysis process are transparently presented. Prior to data analysis, relevant literature from Finnish, Nordic and international perspective have been examined and theoretical framework has been constructed to respond the specific context of this research. Krippendorff (2019, 24) states that replicability is the most important form of reliability. However, the research data is collected at specific time from specific peer group mentoring meetings where participants have freely discussed issues relating to their work and work communities. Such event is not possible to implement identically and retrieve same data content, therefore this research is not replicable. The data of this research represents the reality of specific experiences of professional wellbeing from specific work communities, and the results cannot be generalized for all work communities in schools of Finland and elsewhere. Moreover, it can be considered that the group situation of data collection could possible prevent someone expressing their “real” ideas. It was common in the peer group mentoring meetings that some participants were speaking more than others. In the end, objectivity of qualitative research is not to find truth, but focus on naturally occurring ordinary events in natural setting illustrating what “real life” looks like (Tuomi & Sarajärvi, 2018, 118; Miles & Huberman, 1994, 10; Miles, et. al., 2019, 280).

Nikander (2011, 432) claims that translation of research data needs to be considered in perspective of research validation. In this research I have conducted the analysis process with original data in Finnish, but documented it in English. Research results are elaborated in English with relevant extracts translated from the original data. In the translations I have carefully represented and followed the original text. Nikander (2011, 439) highlights that it is important to treat text with respect and be precise in the translations. Even with strong skills in both languages, it is impossible to represent all concept with equal meaning from Finnish to English. For example, Finnish word "*jaksaa*" that represents collectively will, energy, attitude and possibility to do or not to do something, does not have corresponding word in English. Consequently, this word is much used, formally and informally, in the Finnish language and the participants of peer group mentoring groups also used it in work related context. Therefore, it was necessary to translate and, in this research, "*jaksaa*" is described as "capability".

Researcher as a person is never completely free of personal bias. Gendered and multiculturally placed researcher views the presented world with set of ideas influenced with personal experiences and theoretical preknowledge (Denzin & Lincoln, 2018, 16). Qualitative data can be referred as actions that occur in specific situations in social and historical context, which influence how they are interpreted by the research participants and the researchers (Miles et. al., 2019, 7). Researcher also must consider personal perception over symbolism, meaning or understating, and subjective apprehension needs to be taken in account in the research process (Berg & Lune, 2014, 15). Tuomi and Sarajärvi (2018, 117) argue that content analysis offers an objective analysis method. However, researcher is required to apply care, self-awareness and reflection when conducting qualitative research (Miles et. al., 2019, 7). I as a researcher must acknowledge my personal subjectivity to minimize the impact towards the research process. Prior to analysis process I have covered large amount of literature, but in inductive content analysis I must focus on factors emerging from the data. On top of that I have different experiences from working in multiprofessional work communities and expectations towards community centers. These too must be acknowledged and even omitted if possible, in the research analysis process. Overall, research integrity, honesty and integrity of researcher, (TENK, 2012, 29) has been followed in all of the research activities in this research.

3.3 Inductive content analysis

Answering to the distinguished research questions, research process needs to apply systematic procedures (Berg & Lune, 2014, 8). In this research paper I apply inductive content analysis as a research process. In qualitative research fundamental objective is to look for arising patterns from the data, without summarizing them to their average (Berg & Lune, 2014, 8). Precisely, the basics of content analysis is to code the data content into a form that can be applied to gain new insights and increase understanding over the research phenomena or inform about practical actions (Berg & Lune, 2014, 336). Salo (2015, 169) suggests that content analysis is suitable analysis process for written, oral and visual content. As I outlined earlier, the data consists out of five (5) transcribed discussions of peer group mentoring meetings. Tuomi and Sarajärvi (2018, 127) describe that inductive content analysis is based on interpretation and conclusion where the analysis progresses to perceive empirical data of the research phenomenon in more conceptual and theoretical manner. To clarify, inductive content analysis attempts to present the research phenomena in concise yet generalized form (Tuomi & Sarajärvi, 2018, 117). Ultimately the purpose of the research is not to find truth, but gain understanding of the reality that is represented by the data (Tuomi & Sarajärvi, 2018, 118). Thus, inductive content analysis is chosen as an analysis method, because the research is interested to find out what the educational work community discuss about communal professional wellbeing in their work communities.

Miles and others (2019, 8) describe data analysis in three interwoven steps; data condensation, data display and conclusion drawing or verification. Data condensation simplifies and focuses the data, and data display organizes the data allowing analytic reflection and action, and final step of the continuous analysis process is drawing and verification conclusions (Miles et. al., 2019, 8-9). Tuomi and Sarajärvi (2018, 123) alongside of Berg and Lune (2014, 359) describe more specified yet general outline of qualitative inductive content analysis process. In this research analysis I follow the process outlined in their works, but I have combined the slightly different, yet similar descriptions into one general outline, which will be applied as a framework in this research. The actual content analysis process can be summarized into a three-step process: data reduction, data clustering and data abstraction (Tuomi & Sarajärvi, 2018, 123), these steps are elaborated in sections 3.3.1, 3.3.2, and 3.3.3. Framework for inductive content analysis can be seen in the figure 3 below:

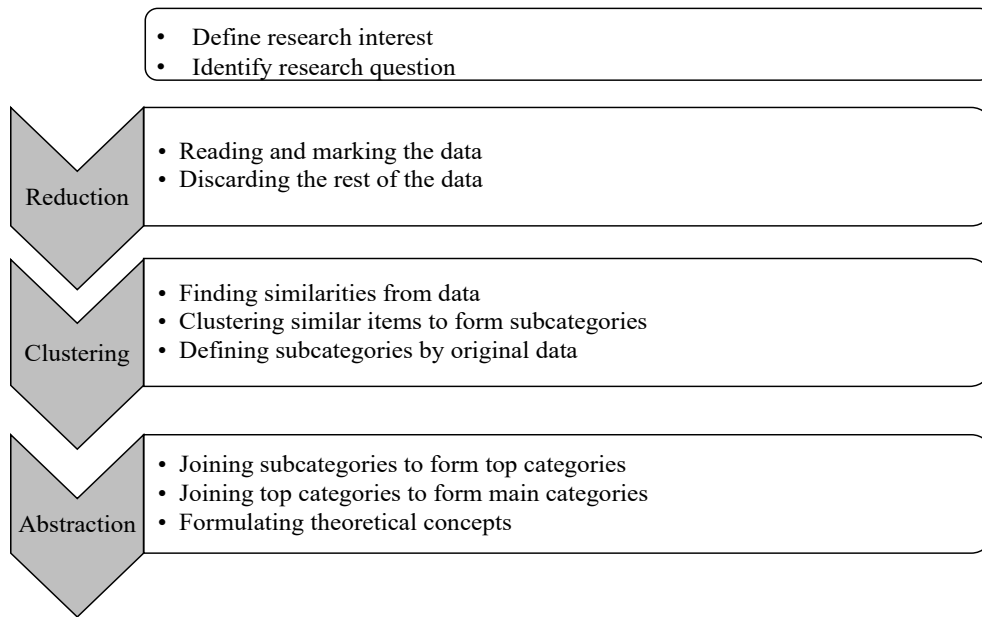


Figure 3. Inductive content analysis process of this research (based on Tuomi & Sarajärvi, 2018, 123; Berg & Lune, 2014, 359).

Limitations and weaknesses of content analysis as analyzing and research method need to be acknowledged. Content analysis is limited to formerly recorded data, therefore weakness of content analysis is the hardness to locate the unobtrusive content that would be significant for the particular research question (Berg & Lune, 2014, 362). Furthermore, content analysis has been criticized of leaving the research unfinished and presenting recategorized data and research results without proper conclusions (Tuomi & Sarajärvi, 2018, 117). Berg and Lune (2014, 326) outline that content analysis can suggest causal relationships from emerged patterns, but cannot conclude why it is so. Salo (2015, 166) continues stating that recategorized and reorganized data cannot be regarded as research result. Thus, in this research results are further discussed beyond the categories and reflected with appropriate literature.

All in all, the entire method of content analysis can be criticized by using quantitative methods, such as calculating the number of emerging patterns, for the qualitative data (Salo, 2015, 170). In this research calculating numbers has been utilized as help to conduct analysis from wide data. Even though content analysis is marketed as an objective research method, objectivity must be questioned. Tuomi and Sarajärvi (2018, 109) pinpoint the idea that it is impossible for the researcher to have objective observations, because selected research terminology, setting and method are chosen by the researcher and influence the overall results of the research. Therefore, researcher must realize this subjectivity and let the analysis happen based on the data content and not personal prejudices about the research focus (Tuomi & Sarajärvi, 2018, 109).

3.3.1 Reduction

Fundamental starting point to content analysis is to define research interest and identify research question(s) (Berg & Lune, 2014, 359). As explained in earlier section, I was not part of the data collection and I received this data already in transcribed form. Therefore, my very first step of data analysis was to read through the data to see if it responded to my research interest. After reading the raw transcribed data it was clear that the content responded to my research interest and I started to draft research purpose and research question, and extensively read literature corresponding to the research purpose. In this research I also had to work between languages. The entire data content is in Finnish, yet I wanted to write the research paper in English. In the early stages I worked in Finnish with the entire data and translated the most relevant and important information for this research in English. In the translations I have tried to keep the meaning of the message as close to the original as possible, but making it as comprehensible as possible at the same time.

First step of data analysis is referred as reduction, which is a simplification process that involves reading through data, marking all the relevant information for the research and discarding the data that is not relevant for the research purpose (Tuomi & Sarajärvi, 2018, 123). When I returned to the data, I started with reduction. Before proceeding, I had to justify analysis levels. In content analysis the researcher needs to decide the level and units that are included in the analysis, which could vary from word to paragraph level (Berg & Lune, 2014, 344). I will not limit the levels too rigidly, so my main focus is on concept level, which represents ideas related to the research topic (Berg & Lune, 2014, 346). I consider concepts that occur in a word to phrase forms, because the data consists of freely spoken conversations and intuitively spoken language, and I consider that such analysis level provides most information for the data analysis. I read the data carefully again, but this time I highlighted all concepts that referred to the research topic of communal professional wellbeing discussed by the peer group mentoring groups. As help, I had to lightly apply the literature framework as a reference. There were parts in the data that I was unsure about, so I marked those differently and returned to double check them later. I discarded all the data that was not marked and I did not consider it in this research.

I belong to those people that Berg & Lune (2014, 360) describe liking to hold the data in hand, so I used highlighters and sticky notes as tools to code the data. I started by looking for similar items from the data and grouping those into emerging categories by marking them under same

color codes. Krippendorff (2019, 109) suggest that categories are defined by them having something in common. I paid attention on repetitions, since participants in the peer group mentoring group often repeated the same idea multiple times. If it was the same person, I categorized the first time the idea was mentioned, but if another person repeated the same idea, I usually categorized that, because they also brought in a new perspective with it. After I had categorized the entire data, I arranged the information according to categories of each peer group mentoring groups into a table and finally combined all three tables into one. I started to draft subcategories based on the categorization and I continued drafting by joining subcategories into top categories and them into main categories. However, I was not pleased with the result and repeated the clustering process but more thoroughly and carefully this time.

3.3.2 Clustering

The second step, data clustering examines the results of data reduction carefully and categorizes similar concepts together to form subcategories (Tuomi & Sarajärvi, 2018, 124, Berg & Lune, 2014, 349). Miles and Huberman (1994, 56) describe analysis as coding, where data is combined and information is reflected. Codes, in other hand are assigned labels or tags to describe the meaning of the information (Miles & Huberman, 1994, 56). Inductive content analysis signifies that analysis units are selected from the content data according to the research purpose and not set beforehand (Tuomi & Sarajärvi, 2018, 108). I have been trying to select codes that clearly emerge from the data. Salo (2015, 178) argues that coding tends to distance the researcher from the diversity, details and uniqueness of the data. However, I try to acknowledge this and also return to the detailed and specific parts of the data.

Tuomi and Sarajärvi (2018, 123) suggest to create simplified definitions for the original data messages. I defined each subcategory by using examples from the original data. Berg and Lune (2014, 339) highlight that categories emerging from the data should clearly reflect the original message and wording should also remain exact to the statements as much as possible. I labeled categories as accurately to the data concepts as possible. Here is an example of original translated text, simplified definition and respective subcategory in table 2. Full table with examples of original translated text for each subcategory can be found from the appendix 1.

Table 2. Example of subcategory creation for communality of work community

Original translated text	Simplified definition	Subcategory
“whole community as an educator for a child -attitude” ”collaboration requires attitude and mentality of we do this now”	Shared mentality and attitude.	The communality of work community
”Network in the work community creates feelings of support and safety, because you do not feel like you are working alone, but it is visible that there are other people around you who you can share the work and everyday life with. There is always someone who to turn to.”	Visible network, which creates feelings of support and safety.	
”Children in this school see that we work together. They often ask for example how can the school caretaker be your workmate? And it is good to point out to them that everyone who works in this building are workmates together, no matter what it is they do, I still think them as my colleague.”	All staff members seen part of work community.	
”Work gets hard if all of the members of the work community do not participate into it. In that case collaboration is not a strength but a weakness.”	Everyone needed for collaboration of work community.	

With similar manner I created rest of the subcategories. Even though it is not compulsory and even criticized aspect in qualitative content analysis, Berg and Lune (2014, 361) suggest to search for patterns, which can be defined as similar things that appear in the data multiple times. The patterns reveal the strength, or how many times each category appears in the data, which requires a minimum of three (3) occurrences (Berg & Lune, 2014, 361). I calculated how many times each subcategory appeared in the data and marked them respectively in the tables. Three subcategories occurred only two (2) times, therefore they were left out of data analysis, because I followed the pattern rule of three (3) occurrences. After this there were 29 distinguished subcategories. Miles with his colleagues (2019, 280) add that using help of numbers in qualitative research can keep the researcher analytically honest, because numbers reveal possible bias towards the data. Subcategories and their occurrences are presented in the table 3.

Table 3. Presentation of subcategories and number of their occurrences in data

Subcategory	Number of occurrences in data
The communality of work community	23
Teams	16
Resources	14
Flow of information and communications	13
Role of educational leadership	11
Amount of work	11
Energy and capability as a limitation	11
Communal time	11
Community spirit and getting to know each other	10
Positive energy and capability	9
Strengths	9
Positive feelings	9
Work time	9
Affecting own work	9
Ideas for professional wellbeing	8
Communal rules and practices	8
Premise problems	8
Communal events	7
Individual health issues	7
Outsider of work community	6
Busy and hectic work	6
Professional understanding	6
Valuing workmate	5
Saying thank you to workmate	5
Feedback	5
Difference in work	5
Communal spaces	4
Negative feelings	4
Motivation	3

Salo (2015, 179) points out that qualitative analysis often avoids parts of the data that do not fit under the categories, which can be referred as outliers. Miles colleagues (2019, 280) describe outliers as your friends in data that should not be ignored, and they suggest that closer inspection to the exceptions in data can test and strengthen the basic findings, and help even to construct a better explanation. Three categories did not create a pattern, because they appeared only twice. These were negative strengths, free time and possibilities of premises. Researcher should also stay open to the outliers and see if they are telling something that can be used to strengthen the original conclusion (Miles et. al., 2019, 281). In such light, terminology that was used in the discussion revealed underlying assumptions in the work community. Taking a closer look on

how the common spaces for staff in community centers were referred provided better understanding on the common spaces, but also knowledge on the communality of the whole work community. These also inspired ideas for possible further research.

3.3.3 Abstraction

Final step of content analysis is abstraction that refers to conceptualization of the analyzed data (Tuomi & Sarajärvi, 2018, 124-125, Berg & Lune, 2014, 349). I continued to process the data by forming top categories by joining similar and related subcategories together. Forming top categories required careful data organization and trying out different combinations. After creating top categories I started to create main categories by joining appropriate top categories together. The key idea in the analysis process is to join categories together for so long that original expressions of the data are transformed into conceptualized expressions and conclusions that can be applied to answer to the research question (Tuomi & Sarajärvi, 2018, 125). This was the most difficult part of the analysis process. Data directed the formation of the categories, therefore in this research it was necessary to undergo three groupings. Altogether, five main categories and five conceptualized expressions were created out of this data. The process is illustrated in the table 4. Numbers at the end of conceptualized expressions of main categories signifies how many times the combined subcategories occur in the original data.

Table 4. Presentation of sub categories, top categories and main category for discussed communal professional wellbeing.

Subcategory	Top category	Main category of professional wellbeing
Communality of work community	Communality and involvement	Communality of the work community promoting professional wellbeing. (54)
Outsider of work community		
Community spirit and getting to know each other	Community spirit	
Saying thank you to workmate	Appreciating colleague	
Valuing workmate		
Feedback		
Teams	Enabling factors for collaboration	Administrative and collaborative factors influencing professional wellbeing. (54)
Flow of information and communications		
Role of educational leadership	Administrative factors	
Resources		

Ideas for professional wellbeing	Events enhancing professional wellbeing	Practical factors influencing communal professional wellbeing. (46)
Communal events	Connective factors for work community	
Communal time		
Communal rules and practices		
Communal spaces		
Premise problems	Premise problems	Challenges in the work community for professional wellbeing. (53)
Energy and capability as a limitation	Negative attributes of the work community	
Negative feelings		
Individual health issues		
Amount of work	Work related challenges	
Work time		
Busy and hectic work		
Differences in work		
Positive energy and capability	Positive attributes of the work community	Positivity promoting communal professional wellbeing. (45)
Positive feelings		
Strengths		
Affecting own work	Affecting individual work	
Motivation	Professional understanding over work	
Professional understanding		

However, keeping in mind the criticism, these main categories are not research results, but they need to be considered in relation to the theoretical framework and present possible links to already existing research (Berg & Lune, 2014, 360), and only then are we able to really answer to the research question. Tuomi and Sarajärvi (2018, 127) summarized inductive content analysis as a process of combining concepts and finding answer to the research question, which are in line with the theoretical framework and building a holistic description of the research content. Salo (2015, 182) summarizes that the central purpose of analysis process is to expand thinking and when thinking is paired with theory, new information is being formulated.

4 Research results

Based on the research analysis that are represented in table 4, mutliprofessional educational work communities in this study discussed communal professional wellbeing through five different themes: (1) communality of the work community promoting professional wellbeing; (2) administrative and collaborative factors influencing professional wellbeing; (3) practical factors influencing communal professional wellbeing; (4) challenges in the work community for professional wellbeing; and (5) positivity promoting professional wellbeing. To demonstrate the experiences, themes are supported by extracts from the original data that are translated to as closely to the original message as possible. Salo (2018, 183) highlights that use of original extracts should be carefully evaluated and excessive use of long and detailed extracts should be avoided. Therefore, extracts from the data are used meaningfully to represent the experiences of the peer group mentoring groups as educational work communities.

4.1 Communality of the work community promoting professional wellbeing

Peer group mentoring groups discussed that creating and maintaining communality in work community promotes professional wellbeing. The research result is elaborated through two aspects. The First considers the importance of communality and involvement in the work community. The second considers that community spirit and appreciation creates communality in the work community.

4.1.1 Importance of communality in work community

The communality of work community was the most categorized from the subcategories as can be seen from table 3. This determines that the topic was discussed often in the peer group mentoring sessions. The group from upper house referred work community as a network that provides support and safety. Communality is experienced by the visibility of other people in the work community, which also allows sharing about work, but also everyday life. Also group from middle house outlined the peer support provided by work community. Group from upper house continued that all people working in the community center, regardless their profession or task, are seen as a part of the work community and as a colleague. Furthermore, communality is not only experienced among the work community, but it is reflected in the entire community

of the community center, including the students. Finally, communality needs to be created and maintained by the whole community. These are illustrated in the extracts below:

"Network in the work community creates feelings of support and safety, because you do not feel like you are working alone, but it is visible that there are other people around you who you can share the work and everyday life with. There is always someone who to turn to." (Ester, youth worker, upper house)

"Children in this school see that we work together. They often ask for example how can the school caretaker be your workmate? And it is good to point out to them that everyone who works in this building are workmates together, no matter what it is they do, I still think them as my colleague." (Ester, youth worker, upper house)

In addition, peer group mentoring groups in lower house and middle house discussed that common and shared attitude among the work community is required, because successful collaboration in the work community is also related to shared attitude and mentality. The groups experienced that the whole work community must acknowledge the educational responsibility in the school. However, in the discussion it is outlined that involvement of each participant of the work community is required, because otherwise collaboration is a limiting factor in the work community.

"whole community as an educator of a child -attitude" (Else, mentor, lower house)

Being an outsider in the work community can be seen contradictory to communality. Even though peer group mentoring groups discussed about strong experiences of communality in their work communities, there were some experiences of being an outsider. Assistant in afternoon care from the lower house could not participate to a recreational afternoon for the staff members, because she was still working after school. Yet, the group discussed it would be important that each staff member could participate and according arrangements need to be carried out to ensure it. Group in middle house discussed similar issues and addressed that experiencing being outsider in the work community is very unfortunate and unwanted situation, and such situations should be prevented from happening:

"If we think about work community and if there is even a single person that feels like they are constantly omitted or ignored, it is quite an unfortunate situation. What could be done in that situation?" (Else, mentor, lower house)

4.1.2 Community spirit and appreciation to enhance communality in the work community

Participants in the peer group mentoring group in the middle house continued outsider discussion and suggested that getting to know their colleagues personally is a way to promote community spirit and communality, and prevent anyone falling as an outsider in the work community. Overall, the peer group mentoring groups discussed that community spirit and getting to know people in the work community as significant factors for creating and maintaining communality. Community spirit in the work community is not self-evident, but group from upper house experienced it needs to be valued and maintained. Group from lower house thought that accomplishing good community spirit in the work community deserves a celebration.

“There is a good atmosphere and a good team- and a good community spirit, and it is something that needs to be valued and taken care of.” (Mailis, teacher, middle house)

“We have a great caring community spirit in here and it could be celebrated with a ‘thank you party’ for the whole staff, because we have created this to be such good thing with a good spirit.” (Tim, early childhood education teacher, lower house)

Peer group mentoring groups also discussed about appreciation of others in the work communities. The group from middle house emphasized that showing appreciation is important to all of the members of work community. The groups from the lower and middle house experienced that appreciation towards a colleague can be shown concretely by saying ‘thank you’ aloud. In addition, group from middle house highlighted the importance of colleague and feelings of being valued in the work community. They also experienced that all members of the work community should feel valued and it could be concretely expressed to them. However, they experienced that kind of communication still to be improved in the work community:

“I always think that in the work community we should say more often that I would not survive here without you and it is lovely that you are here. We should feel valued in the work community and we should also make our workmates feel valued. Perhaps it should be done more.” (Else, mentor, middle house)

4.2 Administrative and collaboration factors influencing professional wellbeing

Based on the peer group mentoring group discussions, the groups considered professional wellbeing being influenced by the administrative and collaborative factors taking place in their work

communities. Educational leadership and resources of community center were considered as part of administrative factor, while teams and communication were considered as foundational factors for collaboration.

4.2.1 Educational leadership and resources influencing professional wellbeing

Peer group mentoring groups discussed about the role of the educational leadership and resources of the community center in relation to communal professional wellbeing of the work community. First of all, peer group mentoring groups referred educational leadership as principle and head of early childhood education. The group from middle house experienced that one role of the principle is to help in implementation of different improvement ideas. The higher authority of the principle is needed to implement and engage the work community to follow the improvement, such as communal planning time. In addition, the group also discussed it would be beneficial if the principle visibly participated in the communal planning. Reciprocally, the educational leaders hoped the input of the work community in improvement of the communality of community centers. In group from lower house the mentor noted that principle and the head of early childhood education of the community center had hoped that group would also discuss how the communality and multiprofessional collaboration could be improved.

“They (principle and the head of early childhood education) have all the time said that anything that helps to improve communality, working together and multiprofessional collaboration in here, they hope we also discuss that kind of things.” (Else, mentor, lower house)

Furthermore, the peer group mentoring groups discussed about resources of the community center, which mainly focused on people resources in the work communities. The discussions revealed that resources of the community center are something school staff members cannot control, but have to be able to work with. Group from middle house experienced that the shortage of staff members was a problem. Also, the continuous turnover of the staff was experienced problematic, because change of personnel influences communality, collaboration and work in general in the work community.

“Hurriness and shortage of staff is a threat and then continuous turnover of the staff is another. When someone takes leave of absence or maternity leave and someone new who does not know anything and wants do everything differently comes to fill in, it does not work.” (Birgit, special education teacher, middle house)

Yet, challenges in the people resources do not only affect the teaching staff, but also other staff members of the work community. The group from lower house had participant from the food- and cleaning services who shared their situation in the discussion. Due to the cuts in the people resources, food service continues with two staff members instead of three, yet the amount of work will not decrease, but stay the same. While, participant representing the cleaning service experienced that resource shortage also affect their work, because when someone is absent, it is uncertain if there will be a substitute or not. These are illustrated in the extracts below:

"We (in kitchen) are left alone together (for next year), work will not be any less, we just have to manage, because there are not more money." (Teresa, member of food service, lower house)

"In our house, if someone suddenly fall sick, you do not know if you will have a partner or not." (Alina, member of cleaning service, lower house)

However, the group from upper house discussed how they were using the possibilities of community center to solve the problem of shortage of staff and continuous staff turnover. Assistant from the early childhood education unit explained how they had started a new practice to fill in absent members by the distributing the members of staff inside the community center based on the needs of the day. This way, the community center is able to share people resources effectively.

"I do so that if no one is absent from the early childhood education and care center I go to ask from the school side if they need help instead. We have now activated in this thing." (Mona, early childhood education assistant, upper house)

4.2.2 Teams and communication enabling collaboration in work community

Teams were the second most categorized subcategory from all of the peer group mentoring groups, which indicates that teams are considered to be relevant part multiprofessional work communities. The work communities in the community centers had adapted team working method in various levels. Group from upper house expressed that team which meets regularly would be the most functional for *"getting things done"*, and outlined that the teams must have a need and purpose in the work community. However, they experienced that being part of too many teams is not benefiting the work community anymore, but adding stress for the members. Therefore, teams should not exist only for a sake of having them, but team must be planned and focused for specific task as explained below:

"Last year we had a situation where we had so many teams that was stressing. There should not be teams just for sake of having teams, but there must be a need for them." (Sofia, early childhood education teacher, upper house)

However, members from middle house peer group mentoring group discussed about the different ways teams as working method was carried out in their work community. Staff members on the primary education unit expressed that team work could be improved. Especially the role of the assistant in the existing teams was unclear. Therefore, they hoped that the new building with new teams would resolve the issue and include assistant more visibly as part of the teams:

"I think that the forthcoming teamwork in our new school bring the assistants to be part of the team planning and be able to know what is in the weekly schedule" (Sandra, leader for assistants, middle house)

"I believe in this teamwork system and that the assistants will become more visible and included more than now." (Sandra, leader for assistants, middle house)

In contrast, the member of the group from middle house who worked in early childhood education unit was surprised about the experiences of assistant not being involved in the teams. Quite the opposite, they experienced that assistants are important part of their team and workday in general. Therefore, they did not experience the same problem and thought teamwork functioned better in early childhood education:

"Quite strange, because I feel that in the early childhood education and care center we have used to the teamwork better. Because I do not see similar problem there and all the assistants are so very important to us and when they are absent, the work does not go well without them." (Erna, early childhood education teacher, middle house)

To continue, peer group mentoring groups also discussed about communication and information flow in their work communities. Participants in the group from upper house highlighted open and free communication between everyone. However, they experienced that communication still needed to be improved. The group from middle house also discussed about the importance of openness of communication, but they also acknowledged the lack of communication and information flow in their work community, especially between teachers, and teachers and assistants. In the discussion they expressed that communication needs to be improved in the work community, because lack of information causes problems, such as problems in the teamwork.

"I have experienced flow of information so that the information does not always flow between teachers or between teachers and assistants. Overall there would be room for improvement in the flow of information. Too much information does not cause harm, but lack of information is what causes problems." (Ida, assistant, middle house)

4.3 Practical factors influencing communal professional wellbeing

Based on the discussions, peer group mentoring groups considered practical factors of the work community influencing communal professional wellbeing. Practical factors referred to communal events, communal time, communal rules and practices, and communal spaces.

Communal events were experienced by the peer group mentoring groups as time that generated communality and communal wellbeing in the work community. Events were also seen to create possibilities for people to get to know each other, especially during those events that occurred on other than work time. Communal events mainly concentrated around recreational activities after school or parties, such as pre-Christmas party, for the entire staff. The groups also discussed and planned ideas for communal events that focuses to enhance professional wellbeing. Middle house group experienced that communal events could be modified to contain something different than just principle speech and coffee. In the conversation they outlined that communal events should be something that actively promotes communality and wellbeing.

"Parties for the entire staff connect people together and people also have more time when they are on their free time." (Edit, school secretary, upper house)

From all of the practical factors, communal time was the most discussed in peer group mentoring groups. In fact, the work communities experienced that they were lacking communal time. The group from upper house experienced the communal time being very limited for them. While group from the middle house, especially hoped for communal time that was reserved as planning time for different teams, which would be compulsory for everyone in the team to participate. They experienced that such time could help planning and involvement of team members. However, the discussion also highlighted that such time needs to be directed by the principal, who should actively encourage communal time:

"Planning time, which requires contribution and support from the principal. The principal should direct a time that is not voluntary but compulsory for all, and everyone who is part of

the team, teachers and assistants, participate.” (Birgit, special education teacher, middle house)

Peer group mentoring groups also discussed about the need of communal rules and practices in the work community. Group from lower house experienced that the work community is not following the same practices, for example when interfering with student behavior. These evoked feelings of irritation. Group from upper house discussed that to overcome the confusion of different practices and rules, it would be beneficial to everyone, including the students, that same rules were followed in the community center.

”Would not it be the most practical to have the same rules. It would also be for the benefit of children to have the same rules since we are in the same premises.” (Mailis teacher, middle house)

Communal space that peer group mentoring groups discussed were commonly understood as space reserved for staff members. The groups estimated how often they visit the shared communal space. The group from middle house estimated visiting there about once a week, which was influenced by the construction and members of work community being located in separate units. They usually did not have time or energy to go to the main school building to the common space during the breaks. In the other hand, group from upper house discussed that they tried to visit the common space at least once during the day. Furthermore, the common space was referred in different ways. The group from upper house referred to the space as “coffee room” (*kahvihuone*). In the other hand, group from lower house named it as “break room” (*taukotupa*), but also as “teacher’s room” (*opehuone*). Also group from the middle house used “teacher’s room” for the communal space. The term “teacher’s room” was used even though the space is meant for all of the members of the work community who represent various professions and not only teacher profession.

Communal spaces were also discussed from other perspectives in the peer group mentoring groups. The group members experienced that the community center premises had different problems which influenced professional wellbeing of the work community. The groups from lower house and middle house discussed about problems related to the quality of indoor air, and how the quality of indoor air causes health issues for the members of the work community. Different to other two schools, school referred as middle house was still in transition phase into a community center, as the new building was still under construction. As a result, they experienced moving and working in temporal premises like bunkhouses challenging, because teams

were separated in different units and socializing with each other was difficult. Therefore, the group expressed that they were waiting for the new building, and hoped the new building would resolve some of the current problems caused by temporary premises:

"There are some challenges in my environment, for example problems with the indoor air which causes health issues and then moving to these temporary premises and then back to the new ones. These kind of things eat up energy." (Ebba, early childhood education teacher, middle house)

"Waiting for the new building and as a physical space it probably already solves some of the issues" (Else, mentor, middle house)

4.4 Challenges of professional wellbeing in work community

Peer group mentoring groups also discussed about factors that challenge professional wellbeing in their work communities. They considered professional wellbeing being challenge by work related factors, professional relationships and individual factors.

Peer group mentoring groups discussed that amount of work, work time, and hecticness of the work are challenging factors for their work. Group in the middle house experienced that especially the amount of teacher's work has increased. The work is not only constructed from teaching and planning, but there are also number of other responsibilities on top of that. This causes that planning time for teaching to be in the evening or whenever there is little bit time for it. The amount of work also affects collaboration and communality, because it is hard to find communal time with others in the work community. The group concluded that increased amount of work influences everything work related, including professional wellbeing, therefore accepting more work is not possible for long term and solution to neutralize the amount of work needs to be found. Extracts below demonstrate this:

"Before we planned lessons after school ended, but now we are all the time in some meetings and we have to plan the lessons in the evening at home or anywhere when there is time for it. There is a lot of everything and it is hard to find communal time with everyone." (Birgit, special education teacher, middle house)

"The amount of work for a teacher has increased. If you have for example six hours of lessons, you almost have as many hours of meetings and teams and so on after them. This has now exploded." (Brita, teacher, middle house)

"When I think about teacher's work, it has changed in recent years. We cannot endlessly just take all of the extra work, this should be clarified somehow." (Else, mentor, middle house)

Work time was another challenge that emerged in the peer group mentoring group discussions. The group from middle house expressed that work time should be carefully monitored and focused on the most important things. This way it would be also possible to see when there are too much to do. Furthermore, group from the upper house discussed that work should be done only on the work time and not continued to personal time after the school. They expressed that it is not good to stay after work time to solve different issues, but continue the next day together with colleagues of the work community. Consequently, the teachers of the group had in-service training, which extended their work day to last the entire day:

"We should not get overboard with the time, but focus on the most important things, then you are also able to say that I feel I have a lot going on. Today we work from 8 am until 8.30 pm because we have (in-service) training." (Brita, teacher, middle house)

Furthermore, peer group mentoring groups experienced work in the community center busy and hectic. The group from upper house discussed how the regular workday is busy and hectic for everyone in the work community. They experienced that there is not a lot of time for collaboration in busy and hectic workday. Even though collaboration would be desired, regular tasks of the workday already demand a majority of the time and focus. Busy and hectic workday is reality for all of the members of the community center and not only for the educational staff. Group from lower house disclosed that food service staff have not had time to come communal coffee breaks.

"This is probably quite common to all of you. The regular day is already so busy and hectic, and it feels like your own tasks demand a lot of time and focus. On top of that you do not really have time to think about cooperation, even if you would like to" (Ebba, early childhood education teacher, middle house)

The peer group mentoring group from middle house experienced that some professional boundaries were still present in the work community causing differences and challenges. The group also discussed that teachers' work remains elements of traditional individualistic pedagogy, which might affect collaboration and working in teams inside the work community. Furthermore, group members shared personal experience from assistant perspective revealing that assistants do not always feel being coordinate with teachers in their work community. Even

though the equality between teacher and assistant generally speaking has improved during the past years, and assistants are educated to their profession, situations that feed feelings and experiences of inequality still emerge in the work communities.

"I feel that we have experienced that we assistants somehow are not equal as staff members with teachers." (Sandra, leader for assistants, middle house)

The group from middle house continued to discuss that the lack of assistant professional appreciation is law related, and recognition in educational law would uplift professional appreciation. They highlighted that assistants gain a different perspective of children in the school environment and thus have more knowledge over certain aspects compared to teachers. In addition, they also addressed that assistant have extensive knowledge over special education, because it is studied more in assistant education compared to regular teacher education. However, the assistant professionals in the group feel that the full professional competence of an assistant is not always utilized. To elaborate, they shared situations where they felt ignored in the work community because of their profession. As discussed in part 4.1.1., feeling of being ignored grow the danger of feeling outsider in the work community.

"Sometimes I feel like that when assistants says something, are they being ignored just because it is said by the assistant, an "uneducated" person. Such image is related to the old times." (Alvar, personal assistant, middle house)

A special education teacher (Birgit) from the middle house group shared her experience of collaboration with an assistant in her classroom and outlined that assistant is meant to assist the children, not the teacher. However, in the explanation, she used term aide (avustaja in Finnish) instead of assistant (ohjaaja in Finnish). When this happens, transcriber of the data has marked that assistant (Alvar) looked significantly to the assistant leader (Sandra), who then corrected the teacher. Such incidence demonstrates the state of communality and multiprofessional collaboration in their work community to still being in transition and evolving. The group discussed that assistant role in educational teams could be improved through increased communality, communal planning time, and more functional teams.

"I as a teacher need to remember that assistant is not for me, but for the children in the classroom. And assistant must act according to the needs of the children, helping them and not the teacher. Teacher should not instruct the aide (Sandra: assistant you mean) too much, because

the assistant might know, feel and see better what the children in the class need." Birgit, special education teacher, middle house)

In addition, peer group mentoring groups discussed about negative attributes; low energy and capability levels, negative feelings, and issues with personal health, which all were seen to challenge professional wellbeing. Negative attributes originated more from individual experiences instead of communally shared experiences. When discussing about energy and capability, some of the group members from the lower house experienced low levels of energy. One participant described having 'work energy', a negative energy, that is used to push through and get all of the compulsory things completed. In the discussions the peer group mentoring groups also expressed concerns about their capability in the current and their future work. Furthermore, one group member from lower house described how they had experienced exceptionally bad day, which had caused negative feelings that were directed towards work.

"I have work energy, so to say, which means just pushing thorough of what I must get done now. That is negative energy, because you just must do it and it does not feel good." (Ira, guidance counselor, lower house)

Issues with personal health was another negative attribute discussed in the peer group mentoring groups. Issues with personal health naturally varied between the participants of the groups. Group member from lower house experienced family related health problems, while other member had been sick for two months, because they had not taken time to properly rest. Another member reported to have a health condition, and problems in quality of indoor air in school worsen them. The group member from middle house also expressed that personal health issues were caused by the problems from indoor air, which had improved when they moved to another unit. The groups outlined that these influenced individual professional wellbeing and their contribution to the work community.

"I have been fighting with my health many months now. I have quite severe asthma and when I get sick. Also there are some problems with the quality of the indoor air in another unit I work at and I react to that." (Mia, assistant in early childhood education and in afternoon care, lower house)

4.5 Positivity promoting communal professional wellbeing

Finally, peer group mentoring groups considered in their discussions that communal professional wellbeing is promoted by overall positivity in their work communities, that can be created through various individual and communal positive attributes.

Positive attributes that influence professional wellbeing emerged more than negative attributes in the peer group mentoring group discussions. Positive attributes refer to positive energy and capability, positive feelings, and strengths. Contrasting to negative attributes, positive attributes were seen both individually and communally. Peer group mentoring groups discussed about positive energy and capability enhancing professional wellbeing. Participant from group of upper house highlighted that despite hardships and challenges, work is still positively compelling. The group from lower house discussed that implementing long term plans in the work community support professional wellbeing and capability to work. The group from middle house shared that colleagues were seen to help with capability and professional wellbeing. Group member experienced that it was important to be able to share daily work issues with colleagues and team, and not be left to worry about them alone, as shown in conversation extract below:

"I feel that sharing the workload is very important. It is important you can tell to your colleague or team members about the problems you faced during the day so you do not need to bring any worries to home. Then you do not have to worry at home and you can sleep the nights." (Brita, teacher, middle house)

"helps with work capability" (Else, mentor, middle house)

"Definitely. Collaboration provides different perspectives to things you would get stuck on alone." (Brita, teacher, middle house)

The peer group mentoring group also discussed about positive emotions relating to professional wellbeing and work community. Positive feelings were experienced individually but also communally, which were especially highlighted. The participant from the lower house group experienced that it was nice to come to work, and colleagues in particular help with the professional wellbeing. The group from middle house continued that shared feelings of success are important in generating positive feelings, and later on described working together being good and joyful in general, but also helps to produce good ideas. Finally, also strengths in the work community were seen on both, communal and individual level. The group from upper house experienced

that collaboration as a method of working and understanding each other from professional perspective are strengths in their work community. However, they acknowledged that each member of the work community has their own strengths as an individual and a professional, and expressed that those should be utilized in the work community even better.

"We say it out loud when you see that someone succeeds." (Sofia, early childhood education teacher, upper house)

In the other hand, peer group mentoring groups discussed to an extent how the members of the work community are included in the work design and given possibilities to affect their personal work. The group members from youth work from the middle house experienced that they had ability to directly affect their personal work. Together with other youth work colleagues, they decide the work schedule and the content. Furthermore, the group from middle house expressed that wishes relating to personal work are taken in the consideration by the educational leadership. Especially, educational leaders had inquired individually from each teacher their preferences of teamwork and collaboration as a reference for building new school culture for the new school. Furthermore, job rotation is seen healthy and encouraged in the work community, especially in the cases where there are challenges in the collaboration between the assistant and student:

"Wishes are taken into consideration. It depends on the type of work, if someone wants to absolutely change from big children to the smaller ones or vice versa. Or then if someone has gotten tired of to a student, it is good to change the classroom. Job rotation is quite healthy." (Sandra, leader for assistants, middle house)

"It is still on process right now, but firstly each teacher has been asked that what kind of collaboration or teamwork they want to do in the next autumn. We are starting to create culture for the new school." (Birgit, special education teacher, middle house)

On contrary, peer group mentoring groups discussed that mutual professional understanding is a way to raise knowledge of work of other members and improve the communality of work community. The group from middle house experiences that knowledge over colleagues' work gives insight and understanding what the workday entails in reality. To continue, the group from middle house experienced that strict professional boundaries are fading in the community center, and the staff members were seen as professional of education in a broader sense. Even

though each staff member has been educated to different professions, they must share an attitude for continuous development, both personally and as a work community. Furthermore, the group highlighted the diverse complexity of community center, but still utilization of everyone's personal competence in the work community should be maximized:

"Clear professional boundaries fade and we more talk professions in more broader manner. This is a community center and everyone has an education to their own profession, however we must be able to develop. To have a developing attitude and develop in the personal work all the time. This is such a multifold, multidimensional, complex and multiprofessional. How can we utilize everyone's professional competence in the best possible way?" (Mailis, teacher, middle house)

Furthermore, peer group mentoring group discussed about work motivation. The group from lower house acknowledged that each person has either internal or external motivation for work. The group from upper house in other hand, discussed about how it is beneficial for the work community that it is constructed out of professionals that have motivation and will to work in community center. As the work community of the upper house was newly constructed, they were all asked in the job interview if they were willing to and competent to use collaboration and teamwork as method of working.

"I think it is much more ideal that people have motivation and will to work in this kind of work environment." (Ester, youth worker, upper house)

Overall, the group from the lower house experienced that individually experienced professional wellbeing is reflected in everyone in the working community and also children, influencing the communality of the whole community center:

"It is also based on the adult, if the adult feels well, the wellbeing is reflected to the children. I just want to highlight professional wellbeing; if you are not well and feel bad at work, then people around you also feel bad." (Tim, early childhood education teacher, lower house)

5 Discussions

Based on the research results, communal professional wellbeing was discussed through five different themes by the peer group mentoring groups as multiprofessional educational work communities. Communal professional wellbeing is a complex concept as explained in the theoretical framework. Also, research results represent wide variety of factors that influence communal professional wellbeing of educational work community. The discussed themes of communal professional wellbeing by educational work communities can be further examined through three perspectives; community influence, organizational influence and work related influence for communal professional wellbeing. Yet, all three are strongly interlinked in creating communal professional wellbeing in educational work communities.

Research results of this research indicate that communal professional wellbeing of educational work communities is influenced by following factors. Community influence for communal professional wellbeing emphasize interpersonal relationships and community spirit to create communality, and overall positivity as a communal resource. Also, collaboration and professional understanding are seen as communal strengths, but lack of professional understanding and professional boundaries can inhibit communal professional wellbeing. In the other hand, organizational influence for communal professional wellbeing emphasizes visibility of educational leadership, community center as internal resources for lack of people resources, and compulsory planning time for teams. Finally, work related influences for communal professional wellbeing consider limiting factors as hecticness of work in community center and concern over work capability, but emphasizes positive energy and capability supported by work community, ability to affect own work and being included in work design.

Based on the research results, it was possible to formulate implications for communal professional wellbeing for multiprofessional educational work communities in community centers. Implications are presented in the end of each section.

5.1 Community influence for communal professional wellbeing

Community influence for communal professional wellbeing represents communality and social interaction of the educational work communities. The research results emphasize the importance of communality for the professional wellbeing of the work community. Educational work communities explained and experienced communality as a network that provides support

and safety, and possibility to share issues related to work and life in general. Paasivaara and Nikkilä (2012, 21) add that feeling communality is uniting force for community and source of strength for individual. Educational work communities expressed that all staff members working in the community center are regarded to be part of the work community, but the experiences of communality are extended for students and the entire community center. Therefore, communality is created by all members, but also maintaining is responsibility of all. Paasivaara and Nikkilä (2012, 19-20) agree that creating successful communality for work community is a shared responsibility of all members, which is an ongoing process of strengthening existing communality and developing old practices. Laine, Saaranen and others (2018, 13) highlight that work community can together develop the communal professional wellbeing through social interaction and learning.

Furthermore, educational work communities acknowledged the need to promote communality in their work communities and they considered community spirit to be a way to create and maintain communality. Community spirit is created by people knowing each other inside the work community. Juuti and Vuorela (2015, ch. 2) describe that good working atmosphere, or community spirit, is constructed on collective trust, transparency and helpfulness of the members of work community. Also experiences of being appreciated and valued in the educational work communities is considered to enhance community spirit and communality. Laine and Tossavainen with others (2018, 84) highlight that appreciation of work of others is seen significantly to influence professional wellbeing of the work community. However, educational work communities discussed that expressing appreciation and value towards other members needs still to be improved.

Paasivaara and Nikkilä (2010, 11) present that communality is utilized as collaboration and collaboration methods. In multiprofessional collaboration professionals work together to reach common goal, which requires shared attitude and commitment towards the common mission (Isoherranen, 2008, 33; Berg, 2005, 19). Educational work communities also outlined that collaboration in work community requires shared attitude and mentality, but above all involvement of each member of the work community. They considered collaboration as method of working and understanding each other from professional perspective, as strengths of work community. Yet, when all members are not involved in collaboration, then it may turn to be a weakness of the work community. Furthermore, research results indicate that overall positivity that appears in different situations is considered to be important for work community. Educational work community outlined that positive attributes, such as the presence of positive emotions, exceeded

the negative ones. Manka and Manka (2016, 71) agree that positive emotions build personal strength and maintain professional wellbeing, therefore amount of positive emotions should exceed the amount of negative emotions in work community. Fredrickson (2001, 229) continue that positive emotions produce health and wellbeing and outlines in broaden and build theory how positive emotions accumulate and compound, and increase the emotional wellbeing. Educational work communities also considered shared feelings of success to increase positivity and communality in the work community.

Despite strong experiences of communality in the work community, there can still be situations that leave member or members outside of the community. Educational work communities claimed such instances as very unfortunate and unwanted for the community that require active prevention. Paasivaara and Nikkilä (2010, 20) outline that prevention is important, because each member of the work community is considered valuable and significant for the function of the entire community. Educational work communities suggested that getting to know each other is a one way to prevent feeling as outsider. Saaranen, Sormunen and others (2012, 251) concluded in their study that work communities hoped for more events where interpersonal relationships and communality can be created. Educational work communities referred to events beyond working time, such as recreational activities and pre-Christmas parties, as possibilities for people to get to know each other better, which in turn will promote communality and professional wellbeing in the work community.

Community center constructs a multiprofessional environment, yet some professional boundaries can remain in the work community causing differences and challenges. Schools are considered to be rigid institutions, where especially teacher profession is traditionally based on individualistic pedagogy that is still present (Haapaniemi & Raina, 2017, ch. 3; Raina, 2012, 62). Also, educational work communities acknowledged still prevailing individualistic nature of teacher's work, which caused challenges for collaboration and working in teams in the work community. Isoherranen (2012, 146) states that educational field is still lacking education for multiprofessional collaboration, which would increase knowledge over the benefits, encourage change of attitude and increase motivation towards more collaborative and communal working methods for work communities.

Remaining traditions were also able to be noticed in communal spaces. Communal space inside the community center for the members of the work community was referred in different ways such as "break room" and "coffee room", but also as "teachers' room", even though the space

was meant for entire multiprofessional work community. In addition, assistant of educational work community, despite being educated professional, reported of not always feeling coordinate with teachers in their work community. Therefore, remaining professional boundaries were considered to inhibit collaboration and communality in the work community. Educational work communities thought that promoting mutual professional understanding is a way to fade challenging professional boundaries and improve communality in the work community. Fundamentally, community center as a multiprofessional work environment also helps to fade strict professional boundaries.

Based on research results, implications for educational work communities in community centers to develop social factors of communal professional wellbeing:

- Organize inclusive communal events that provide possibilities to create personal relationships within the work community.
- Provide inclusive communal spaces for multiprofessional work community.
- Support overall positivity and utilize individual and communal strengths as resources.
- Support professional understanding in the work community.
- Involve everyone in collaboration and share an attitude towards established common goal.
- Create and maintain community spirit and appreciation towards each other.
- Create and maintain communality and collaboration in the work community, and emphasize it as a shared responsibility for all.

5.2 Organizational influence for communal professional wellbeing

Research results indicate that organizational influence refer to fundamental factors in the work community that enable collaboration and provides grounds for communal professional wellbeing. Without the presence of these factors collaboration and professional wellbeing would be ineffective. Principle and head of early childhood education are considered to be responsible of educational leadership. Educational work community experienced that the higher authority and help of principle is needed to implement improvement ideas into practice and engage the work community to follow them, for example communal planning time for teams. The members of work community hoped for more visible participation of principle in planning processes, while the educational leadership hoped the work community to actively participate in development of communality and multiprofessional collaboration. Laine (2018, 46) presents that principal has

a responsibility to commit on developmental work by providing time and resources for the work community. Even though communality is a shared responsibility in the work community, in the end the leadership has the main responsibility to maintain development, and ensure functionality and communality (Raina, 2012, 22; Paasivaara & Nikkilä, 2010, 152).

Educational work communities considered people resources to influence the communal professional wellbeing of the work community. The problems of people resources referred to shortage of staff and a large turnover of staff, which impact all of the members, and the work community as whole. Laine and others (2016, 80) advise work communities to create actions plans that is built on existing resources and developmental needs. In the other hand, Berg (2005, 25) proposes that multiprofessional work community encourages optimal resource allocation in schools. As a solution for lack of people resources, educational work communities had tried procedure, where certain staff members of work community can be distributed to fill in absent positions based on the need of the day within the community center. Therefore, work community of community center can be utilized as internal resource and provide a solution for staff shortage.

Based on the research results, teams are considered to be relevant part of multiprofessional work communities. Teams provide communal collaborative work time and promote positive relationships in the work community (Stinger, 2013, 61). Educational work communities described that effective teams meet regularly and have a clear purpose that focuses on specific tasks in the work community. However, being part of too many teams is stressing and not effective as a working method. In addition, educational work communities outlined that communication in the work community should be open and free. To achieve this, problems caused by lack of communication avoided, and communication and flow of information need to be actively improved within the work community. Isoherranen (2008, 36) and Raina (2012, 59) claim that schools and early childhood education centers are workplaces, where effective flow of information and communication are essentially important and a key element for multiprofessional collaboration.

Furthermore, educational work communities outlined that collaboration and team as working method were considered to be implemented more effectively in early childhood education compared to primary education in terms of the role of an assistant. Educational work communities concluded that team collaboration as working method needs still to be improved. Assistants role in the educational teams could be improved through increased communality, communal

planning time and implementation of more functional teams. Moreover, lack of communal time was seen as a challenge for team collaboration in their work communities. Educational work communities suggested that compulsory planning time for team collaboration could provide solution for lack of time, but it was also seen to support the planning process and involve the members as part of the team more effectively.

Based on research results, implications for educational work communities in community centers to develop organizational factors of communal professional wellbeing:

- Use regular teams with clear purpose as collaborative working method.
- Provide communal planning time for the teams.
- Ensure effective flow of information and open communication in the work community.
- Establish visible actively participating and supportive educational leadership.
- Utilize internal people resources of the work community.

5.3 Work related influence for communal professional wellbeing

Work related influences consists of work factors that limit or enhance communal professional wellbeing. Based on research results, work related influences of communal professional wellbeing are experiences individually to an extent, but influence the whole work community. Educational work communities described work factors as amount of work, work time and hecticness of work. First of all, work amount of a teacher has increased within the years and work responsibilities exceed greatly beyond teaching. The amount of work is considered by the educational work communities to inhibit collaboration and communality, which also impacts professional wellbeing. Laine, Tossavainen and others (2018, 84) agree that workload directly impacts the subjective professional wellbeing of individual, but also communal professional wellbeing of the entire work community. In addition to work amount, educational work communities emphasized the influence of work time and hecticness of work. Work time should be closely monitored and focused, detecting when there are too much to do. Finally, educational work communities considered the work in the community center to be busy and hectic for all of the members of work community, which decreases and limits time for collaboration.

Furthermore, educational work communities discussed about lack or low levels of work energy and capability. Especially work capability, currently and in the future, was a shared concern. In addition, incidents at work were seen to cause strong negative feelings towards work, which

affect and lower work energy and capability. Juuti and Vuorela (2015, ch. 1) remind that if members of work community are not experiencing professional wellbeing, it is reflected to others and decreases the professional wellbeing of entire work community. However, educational work communities viewed that positive energy and capability is supported by the work community and applied as a resource to overcome challenges, but also considered to enhance professional wellbeing.

Educational work communities worried about the quality of indoor air in the common spaces and health problems it could cause. Saaranen, Pertel and others (2012, 65) with Laine and colleagues (2016, 80) outline the negative experiences of Finnish school staff related to indoor air quality in schools, and stressed it is important to report indoor air problems of the common spaces, because change requires active participation from the work community. Issues with personal health, such as caused by problems of indoor air, influence individual professional wellbeing, but also collaboration in the work community. Health is significant for professional wellbeing, because in the work ability model health and functional capacity is seen to construct the first floor and laying building blocks for others (Ilmarinen & Tuomi, 2004, 20). Also, educational working community considered working and moving back and forth to temporal premises as challenging and straining, yet they regarded the new community center as a physical solution to fix some of the problems relating to common spaces.

Furthermore, effectively functioning work community needs communal rules and practices. Isoherranen (2008, 42) also emphasizes that multiprofessional work community must establish collectively agreed rules which are followed. Educational work communities experienced that not following same practices caused confusions and disturbed the function of work community. Therefore, to avoid confusion, work communities need established common rules, which also benefit the students. In addition, educational work communities emphasized that by given opportunities to affect their personal work and involvement in work design influence communal professional wellbeing. Especially professionals in youth work experienced that they were able to affect their work in the work community. Educational leadership involved others as part of work design by inquiring personal wishes related to work. Moreover, job rotation inside the work community was seen as a way to maintain professional wellbeing. Finally, motivation to work in a work community that emphasized multiprofessional collaboration was seen to enhance the collaboration and communality within the work community.

Based on research results, implications for educational work communities in community centers to develop work related factors of communal professional wellbeing:

- Establish common rules and practices for whole community center.
- Find ways to ease the hectic environment of community center.
- Support work energy and capability of all members of work community.
- Include member of the work community as part of work design and provide ability to affect own work
- Maintain motivation to work in multiprofessional collaboration and as part of work community.

6 Conclusion

Communal professional wellbeing of multiprofessional educational work communities and community center as an educational context have not been extensively studied previously. However, in the middle of ongoing transformation, where working life is changing and schools are turning into community centers, the topic is increasingly relevant. Peer group mentoring groups as educational work communities expressed low levels of work energy and concerns towards capability at work, which corresponds to the study findings of FinSote 2018 that represented that every fourth respondent did not think of having enough capability to work until the retirement age (Parikka et. al. 2019, 2). Therefore, increasing knowledge and understanding on the professional wellbeing of the entire work community in the school is needed to be able to improve the overall wellbeing that also reflects to the wellbeing of students.

Because of small amount of existent research, ideas for future research are many. The data itself provides excellent opportunity to examine commonly emerging aspects of communality and professional wellbeing in three different kind of work communities in three different stages; old work community in the new school, old work community preparing to move into a new school and a completely new work community in new school. Future research could also investigate fundamental possibilities offered by community centers for work communities, and what kind of resources and procedures work communities require in order to provide the best possible function for community centers. Furthermore, literature framework outlined the lack and need of education for multiprofessional collaboration and professional competence for professional wellbeing. Future research could also target how to improve the education and elaborate what kind of education is needed for the professionals on the educational field to create and work in healthy multiprofessional work communities.

It could be even considered that increased knowledge and understanding on multiprofessional collaboration in work communities reveal underlying factors that inhibit the communality of the work community. Could there be deeply rooted factors that are related to cultural traditions but have not changed even though the work communities become increasingly multiprofessional and schools transform into community centers. This research revealed that communal space in the multiprofessional community center was still referred as “teacher’s room” instead of in more inclusive manner. Such underlying factors need to be recognized, so that they can be developed to fit the present culture and environment of the work community. Furthermore,

education would be a way to realize and solve existing power relations inside the work community that challenge communality, collaboration and professional wellbeing. Professional relationship between assistant and teacher poses problems still in the 21st century in multiprofessional educational work communities, which perhaps illustrates unresolved power relations and traditions.

It is also worth to reflect on the research subject more closely. First of all, professional wellbeing is strongly defined in the national and cultural context it is located. This means, that it is unevenly and unequally presented in different places. In a sense, professional wellbeing can be viewed as a privilege of more developed world, or perhaps even a privileged problem when comparing to places where professional wellbeing is hardly or not at all recognized. However, even in the Western world context, professional wellbeing is still somewhat exclusive to those in steady work situations. Moreover, this research is a great example to represent that each work community experiences the professional wellbeing slightly differently compared to others, even though similar issues influencing the professional wellbeing emerge in the work community. Such concludes that professional wellbeing is very subjective to the work community. Each school is different and provides certain kind of working environment for the work community, which is always unique, because work community is created from number of individuals who each bring something special to the community. Therefore, research on professional wellbeing of work community in an educational context cannot be fully generalized to apply for all. Yet, references and implications can be provided. Work community can utilize those aspects that respond to the demands and needs of their work community to create and develop communal professional wellbeing.

Finally to conclude in the light of this research, schools are inevitably facing one kind of transformation. School should be considered a futuristic window to the society it is situated in, because school must be able to equip the students with required skills for the future society. Educational field is slowly but actively forced to move from individualistic attitude to a collective one, therefore it is responsibility of all schools to move away from individualistic and lonesome practices, and develop and improve communality of the work community and the whole school. Community centers are already the “pioneers” as they actively assemble communality inside and around the school community. As the research results indicate, increased communality is interlinked to collaboration and overall professional wellbeing of the work community, which also sets example for all the students. Perhaps developing communality is the aspect that school could direct and model for the rest of the society. Fundamentally, communality is a shared

responsibility in the work community. Therefore, creating a communal professional wellbeing for work community in the changing working life of educational context is a shared responsibility that can be achieved by everyone demanding, developing and maintaining it together. Thus, better together.

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Appendix 1

Translated example from original text	Simplified definition	Subcategory	Number of occurrences in data
"Network in the work community creates feelings of support and safety, because you do not feel like you are working alone, but it is visible that there are other people around you who you can share the work and everyday life with. There is always someone who to turn to."	Visible network, which creates feelings of support and safety.	The communality of work community	23
"If we think about work community and if there is even a single person that feels like they are constantly omitted or ignored, it is quite an unfortunate situation. What could be done in that situation"	Being an outsider of work community is seen as an issue	Outsider of work community	6
"get to know each other as humans and not only as through the professional title.."	Wanting to get to know each other personally	Community spirit and getting to know each other	10
There is a good atmosphere and a good team and a good community spirit, and it is something that needs to be valued and taken care of"	Good community spirit needs to be maintained		
".. parties for the entire staff connect people together and people also have more time when they are on their free time"	Communal events connect people	Communal events	7

<p>”planning time, which requires contribution and support from the principal. The principal should direct a time that is not voluntary but compulsory for all, and everyone who is part of the team, teachers and <i>assistants</i>, participate.”</p>	<p>Communal planning time for everyone directed by the principal</p>	<p>Communal time</p>	<p>11</p>
<p>”But it feels like we have very few occasions where we all could see each other..”</p>	<p>Difficulty of finding communal time</p>		
<p>”approximately once a week I go to the teacher’s room (staffroom)”</p> <p>”In general once a day we try to go to the teacher’s room”</p>	<p>Communal spaces, such as teacher’s room, are tried to visit regularly.</p>	<p>Communal spaces</p>	<p>4</p>
<p>”Would not it be the most practical to have the same rules. It would also be for the benefit of children to have the same rules since we are in the same premises”</p>	<p>Same practices and rules in the school for everyone.</p>	<p>Communal rules and practices</p>	<p>8</p>
<p>”..it is also based on the adult, if the adult feels well, the wellbeing is reflected to the children...I just want to highlight the work wellbeing of the staff members, if you are not well and feel bad at work, then people around you also feel bad...”</p>	<p>Professional wellbeing influences and reflects everyone, including children.</p>	<p>Positive energy and capability</p>	<p>9</p>
<p>”long term plan is usually favorable, when thinking about professional wellbeing and capability, so that there would not be too much to do...”</p>	<p>Capability and professional wellbeing are not self-evident in the work community.</p>		

"I have work energy, so to say, which means just pushing thorough of what I must get done now. That is negative energy, because you just must do it and it does not feel good."	Negative energy that helps and forces to get compulsory work done	Energy or capability as a limitation	11
"then again we must think that how our capability is relating to work.."	Worry of individual's capability in work.		
"how could we find more positivity around us and strengthen (overall) positivity"	Positivity seen as an overall resource.	Strengths	9
"collaboration can be seen as a strength for our method of working"	Collaboration as a communal strength		
"we should not get overboard with the time, but focus on the most important things, then you are also able to say that I feel I have a lot going on. To-day we work from 8 am until 8.30 pm because we have (in-service) training"	Too much to do in relation to the work time.	Work time	9
"the amount of work for a teacher has increased. If you have for example six hours of lessons, you almost have as many hours of meetings and teams and so on after them. This has now exploded."	Amount of work of teacher has increased and includes many other tasks on top of teaching.	Amount of work	11
"this is probably quite common to all of you. The regular day is already so busy and hectic, and it feels like your own tasks demand a lot of time and focus. On top of that you do not really have time to think	Regular work day is busy and hectic. This seem to be common.	Busy and hectic work	6

about cooperation, even if you would like to”			
”there are some challenges in my environment, for example problems with the indoor air which causes health issues and then moving to these temporary premises and then back to the new ones. These kind of things eat up energy.”	Problems with indoor air and moving.	Premise problems	8
”..It is generally nice to come to work and workmates help with professional wellbeing...”	Work is experienced positively and colleagues influence it.	Positive feelings	9
”Usually I would not be in this end (of energy line), but right now I am because I just came from another corridor and I have had an awful day...”	Fluctuation in work days and bad experiences.	Negative feelings	4
”It is really important to say thank you to your workmate, whoever it is”	Saying thank you to your colleagues.	Saying thank you to workmate	5
”I always think that in the work community we should say more often that I would not survive here without you and it is lovely that you are here. We should feel valued in the work community and we should also make our workmates feel valued. Perhaps it should be done more.	Feeling valued in the work community.	Valuing workmate	5
”Last year we had a situation where we had so many teams that was stressing. There should not be teams just for sake of having teams, but there must be a need for them.”	Teams should be purposeful.	Teams	16

"regular team would be better, because otherwise the things are left hanging"	Regularly functioning teams are more effective.		
"thank you party (for staff), saying well done us, well done our team"	thank you -party	Ideas for professional wellbeing	8
"shortage of staff is a threat and then continuous turnover of the staff is another. When someone takes leave of absence or maternity leave and someone new who does not know anything and wants do everything differently comes to fill in, it does not work"	Shortage and continuous turnover of staff.	Resources	14
"I do so that if no one is absent from the early childhood education and care center I go to ask from the school side if they need help instead. We have now activated in this thing"	Procedures to share resources inside the school.		
"I have been fighting with my health many months now. I have quite severe asthma and when I get sick.."	Individual health issues.	Individual health issues	7
"I had symptoms (from problematic indoor air), but now I am better"	Individual health issues caused by indoor air problems.		
"wishes are taken into consideration. It depends on the type of work, if someone wants to absolutely change from big children to the smaller ones or vice versa. Or then if someone has gotten tired of to a student, it is good to change the classroom. Job rotation is quite healthy."	Involvement to work planning. Job rotation is encouraged.	Affecting own work	9

"I feel that we have experienced that we assistants somehow are not equal as staff members with teachers"	Professional differences of assistant and teacher	Differences in work	5
"clear professional boundaries fade and we more talk professions in more broader manner. This is a community center and everyone has an education to their own profession, however we must be able to develop. To have a developing attitude and develop in the personal work all the time. This is such a multifold, multidimensional, complex and multiprofessional. How can we utilize everyone's professional competence in the best possible way?"	Community center unites different professions and creates platform for development.	Professional understanding	6
"I have experienced flow of information so that the information does not always flow between teachers or between teachers and assistants. Overall there would be room for improvement in the flow of information. Too much information does not cause harm, but lack of information is what causes problems"	Information flow necessary for cooperation	Flow of information and communications	13
"it is part of the school culture to improve open communication on both sides"	Open communication		
"in our adult work community, how do you give feedback, is it constructive or so that someone gets offended.."	Effective feedback	Feedback	5
"it would be good if it was planning time instructed by the foreperson, so it would be	Principle as enabler for common practices.	Role of educational leadership	11

time that nothing else would overlap it”			
”I think it is much more ideal that people have motivation and will to work in this kind of work environment”	Motivation to work in multiprofessional community center.	Motivation	3